

Annual Performance Plan

2012-2013

7 March 2012



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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List of Acronyms

ANA	Annual National Assessment
ASIDI	Accelerated Schools Infrastructure Development Initiative
CAPS	Curriculum and Assessment Policy Statements
DBE	Department of Basic Education
ECD	Early Childhood Development
ELRC	Education Labour Relations Council
FET	Further Education and Training
GFET	General and Further Education and Training
ICT	Information and Communication Technology
LTSM	Learning and Teaching Support Materials
MTSF	Medium Term Strategic Framework
NEEDU	National Education Evaluation and Development Unit
NICPD	National Institute for Curriculum and Professional Development
NSC	National Senior Certificate
OECD	Organisation for Economic Cooperation and Development
QLTC	Quality Learning and Teaching Campaign
SACE	South African Council of Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SGB	School Governing Body

Foreword by the Minister of Basic Education

The 2012/2013 period heralds interventions which build on the detailed and clear Basic Education sectoral plan with clear goals, signposts and milestones against which to measure progress in Basic Education. The *Action Plan to 2014: Towards the Realisation of Schooling 2025* and the *Delivery Agreement for Outcome 1: Improved quality of basic education*, that sets out measurable outcomes and outputs for the system, has enabled us to address ourselves to what ails the Basic Education system in order that we may address the challenges through innovative methods.

This Annual Performance Plan provides specific performance targets and interventions that the Department of Basic Education intends to employ in order to entrench and consolidate the direction and approaches to improving learner performance in the Basic Education sector in the 2012/2013 financial year.

We are encouraged by the remarkable improvements of the past financial year in the following areas: 8733 Funza Lushaka bursaries were awarded by the end of the third quarter of the 2011/2012 financial year, exceeding the target by 733; the improvement in the 2011 National Senior Certificate examinations from 67.8% in 2010 to 70.2% in 2011. The release of a National Catalogue which facilitates the delivery of high quality textbooks in schools; high quality workbooks that were received by learners; the increase in Grade R enrolments; the first roll out phase of the Curriculum and Assessment Policy Statements and the publication of the first Annual National Assessment (ANA) report among other achievements.

In the coming period, the Department of Basic Education will intensify its efforts to strengthen the delivery of quality education in all provinces, districts, schools and classrooms. Central to all our efforts in the coming period will be a renewed focus on the integration of initiatives to improve learner performance at all levels. These include consolidating interventions in accessing high quality learning materials, enhancing the quality of teaching and learning, establishing a credible outcomes-focussed planning and accountability system, expanding Early Childhood Development (ECD), and undertaking regular assessment to track progress.

The Annual Performance Plan therefore includes strategies which necessarily reflect practical interventions – for all grades in the schooling system, across the country. These will require that we work with and through provinces in sustained and clearly identified ways on eradicating blockages to the provision of quality education, particularly in schools which are weak in curriculum implementation. Learning and teaching interventions have been strengthened and some of the proposals in the recommendations made by the National Planning Commission of South Africa, will be implemented urgently in the schooling sector, particularly those focusing on improving learner performance and accountability.

We have identified opportunities for improvement in terms of learners' performance in Mathematics, Science, Technology and gateway subjects at all levels in the system. We have succeeded in developing and distributing millions of nationally developed workbooks which are aligned to our new Curriculum and Assessment Policy Statements and which are designed to be used by every learner in the relevant subject areas. Through the National Textbook Catalogue, a reduction in the costs of textbooks has been

Foreword by the Minister

achieved through economies of scale, enabling the easing of budget pressures country-wide. We will use the latest technology to enable teacher development content to be available in support of quality education outcomes.

We are encouraged by the strides we have made towards universal access to Grade R where numbers have doubled in a space of eight years from 300 000 in 2003 to 705 000 in 2011. Our efforts in ensuring the care and support of learners, and our focus on creating conducive and safe environments for learning are also yielding fruit. We will also focus on the strengthening of Early Childhood Development in order to ensure that learners are given the foundations for learning before entering school.

Care and support of learners will be a feature of the work we do in collaboration with sister departments. Health promotion and the creation of safe school environments remain key concerns for the coming years, which will be addressed through an integrated strategic health programme being operationalised by the end of 2012/2013 financial year. School Sport is becoming institutionalised and we are hopeful that learners will use this opportunity to further advance their sporting careers. It is encouraging to note that our National School Nutrition Programme (NSNP) now covers 8 in every 12 learners. Spending in infrastructure investment for the financial year 2011/2012 amounts to R 26.9 billion and R 8.6 billion for Accelerated School Infrastructure Development Initiative (ASIDI). The Madiba's 94th birthday projects will occupy a special space in the schooling sector:

The President's call to make education a societal issue, was strengthened by the signing of the NEDLAC Accord on Basic Education in 2011. This marks the beginning of a new era in which all education role players, stakeholders and social partners commit their organisations to support the drive to achieve quality teaching and learning, especially in poor-performing schools. Critical partnerships that have resulted in mobilisation of resources for schools in challenging circumstances will be strengthened. Under the auspices of the Basic Education Accord, the Adopt-A-School Campaign has gained momentum. The Department will continue to use the Quality Learning and Teaching Campaign (QLTC), the 2012 School Governing Body elections and other sectoral formations to mobilise communities of professionals, parents and practitioners in supporting and monitoring the delivery of education in our public schools.

Institutional mechanisms such as National Education Evaluation and Development Unit (NEEDU) and the Planning and Delivery Oversight Unit (PDOU) will be critical in promoting accountability and ensuring functionality and efficiency throughout the entire education system. The PDOU will be critical in identifying challenges at school and district levels associated with poor and inefficient delivery of the curriculum and in ensuring a turnaround in underperforming schools. In an effort to strengthen school management and accountability we will introduce a new process to evaluate Principals and Deputy Principals which will lead to the signing of performance agreements. We are also reviewing the configuration of districts in order to strengthen support for teaching and in the classrooms across the country. The quarterly Ministerial meetings with districts managers will play a part in accountability and communicating best practices in turning around school underperformance at this level in the schooling sector:

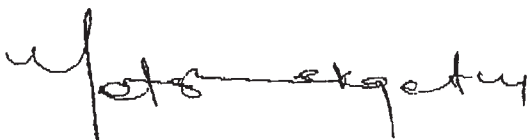
We will continue to strengthen our National Senior Certificate (NCS) pass rate above the encouraging 70.2 % achieved in 2011, by paying particular attention to gateway subjects. We will focus on strengthening learner performance in Mathematics, Physical Science, Technology and Mathematical Literacy. Our focus is also on the earlier phases to ensure that the critical foundational skills

of literacy and numeracy are mastered by learners in order to ensure academic progression and achievement. In order to achieve this goal, we increased the number of workbooks distributed to include all learners in Grade R to 9 and extended workbooks to include First Additional Languages and other critical subjects at the start of 2012 school year. Over 54 million workbooks will have been distributed to all schools in the country by the time this Annual Performance Plan is published.

Provincial stability is fundamental and the Department is committed to assist in strengthening intra-provincial processes and structures to facilitate better management and support for the provision of quality basic education. Currently the Ministry is leading intervention teams to address the challenges in education service delivery in the Eastern Cape and Limpopo. This intervention is done in the spirit of co-operative governance as mandated by Cabinet. Initial indications are that a co-operative approach to combating structural issues which impact on sector performance is critical. We have begun work on establishing budget pressures experienced by provinces in respect of key cost drivers and detailed expenditure analysis in order to create space for interventions designed for quality education provisioning.

In order to achieve the quality of education for all in the planning period 2012 to 2014 and beyond, all the interventions in this Annual Performance Plan should be read in the context of the detailed *Action Plan to 2014: Towards the Realisation of Schooling 2025* and the Delivery Agreement. The Annual Performance Plans provide an opportunity for the sectoral plans to be brought alive, however they must be linked to detailed performance monitoring and development systems which enable accountability to be strengthened at national, provincial, district and school levels.

I am confident that the plans articulated in this document will enable the realisation of the goals we have set for our schooling system.

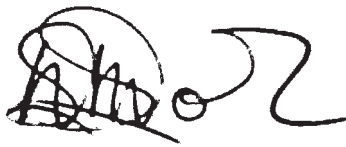


Mrs Angie Motshekga, MP
Minister

Official sign-off

It is hereby certified that this Annual Performance Plan:

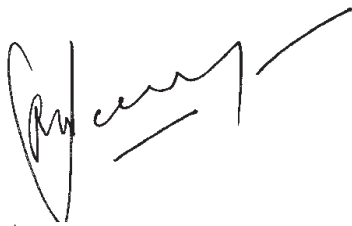
Was developed by the management of the Department of Basic Education under the guidance of the Minister of Basic Education;
Was prepared in line with the current Strategic Plan of the Department of Basic Education; and
Accurately reflects the performance targets which the Department of Basic Education will endeavour to achieve given the resources made available in the budget for 2012/2013.



N Molalekoa
Chief Financial Officer

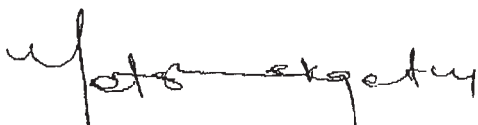


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Director-General

Part A: Strategic overview

Quality basic education is at the centre of Government's plans and efforts to improve the quality of life of all citizens of the country. The fundamental foci of the 2012/2013 Annual Performance Plan are the learners, the teachers and the schools and the quality of learning required for effective and lifelong growth, development and well-being. We have to ensure that schools are fully functional for effective teaching and learning to take place.

I. Updated situational analysis

I.1. Performance delivery environment

Improved quality of basic education is Government's key priority towards improving people's lives. The improved quality of basic education is seen as a catalyst in fighting poverty and high unemployment rates. If citizens are afforded the opportunity to access high quality basic education they will participate more effectively in economic and social opportunities available. It is for this reason that access to quality basic education is a defining hallmark of success for the current administration.

The Diagnostic Annual National Assessment shows that learner academic performance in Literacy and Numeracy in 2011 requires urgent attention and that improving basic education outcomes is a prerequisite for achieving the country's long-range developmental goals. In the 2010 State of the Nation Address, the President referred to the vital role of the education system in improving productivity and competitiveness in the economy. The President also stated that 'our education targets are simple but critical'. The strategic priority of schooling is therefore straightforward for the basic education sector. Our children and youth need to be better prepared by their schools to read, write, think critically and solve numerical problems. These skills form the foundations for further education, job satisfaction, productivity and meaningful citizenship. In the 2012 State of Nation Address, basic education featured strongly, particularly in relation to gains made in the Early Childhood Development (ECD), National Senior Certificate (NSC) and infrastructure.

In the 2012/2013 financial year, the department will double its efforts in attaining the milestones of the *Action Plan to 2014: Towards the Realisation of Schooling 2025*. The following section sums up key progress and challenges facing the schooling system as expressed in reviews of the sector and the policy review of Government.

Focused sector planning

Synergised and integrated planning underpinning action is a key principle outlined in the Delivery Agreement and goals of the *Action Plan to 2014: Towards the Realisation of Schooling 2025*. The Department led the articulation of sector priorities which includes: Improving learner performance, institutionalising Annual National Assessments, timeous delivery and effective utilisation of quality workbooks and Learning and Teaching Supporting Material (LTSM), Teacher development and curriculum coverage, quality ECD provisioning and infrastructure development for supporting teaching and learning among others.

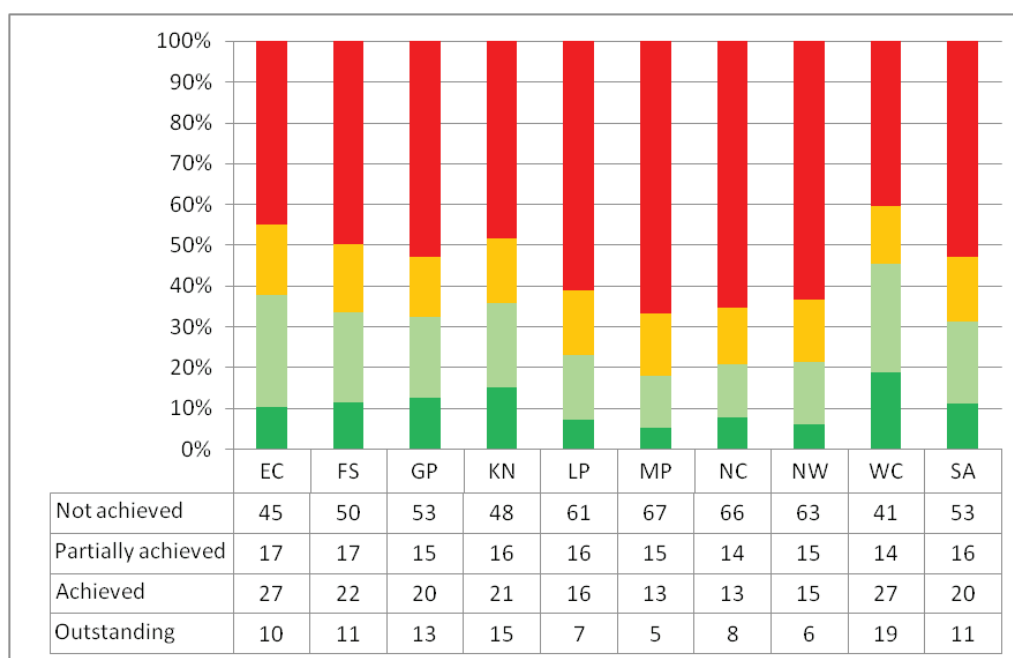
Learning outcomes

The impact of the department's initiatives to improve learner achievement will be measured against their performance in the ongoing Annual National Assessments (ANA). In 2011 the Department administered the ANA universally to measure learner performance in Literacy and Numeracy in Grades 1 to 9 in order to formulate interventions to improve performance. Initial reports confirmed that learners' performance was at an unacceptably low level. Improving educational quality in schools and, specifically, improving learning outcomes stands out as the greatest challenge for the department. The emphasis is on better quality learning and teaching across the spectrum, including Early Childhood Development (ECD) and primary schooling. There is also a demand for improved performance and better learning outcomes in key subjects such as Mathematics, Science, Technology and Languages. The detailed integrated intervention for improving learner performance throughout the system has been highlighted, with clear deliverables relating particularly to underperforming schools and districts.

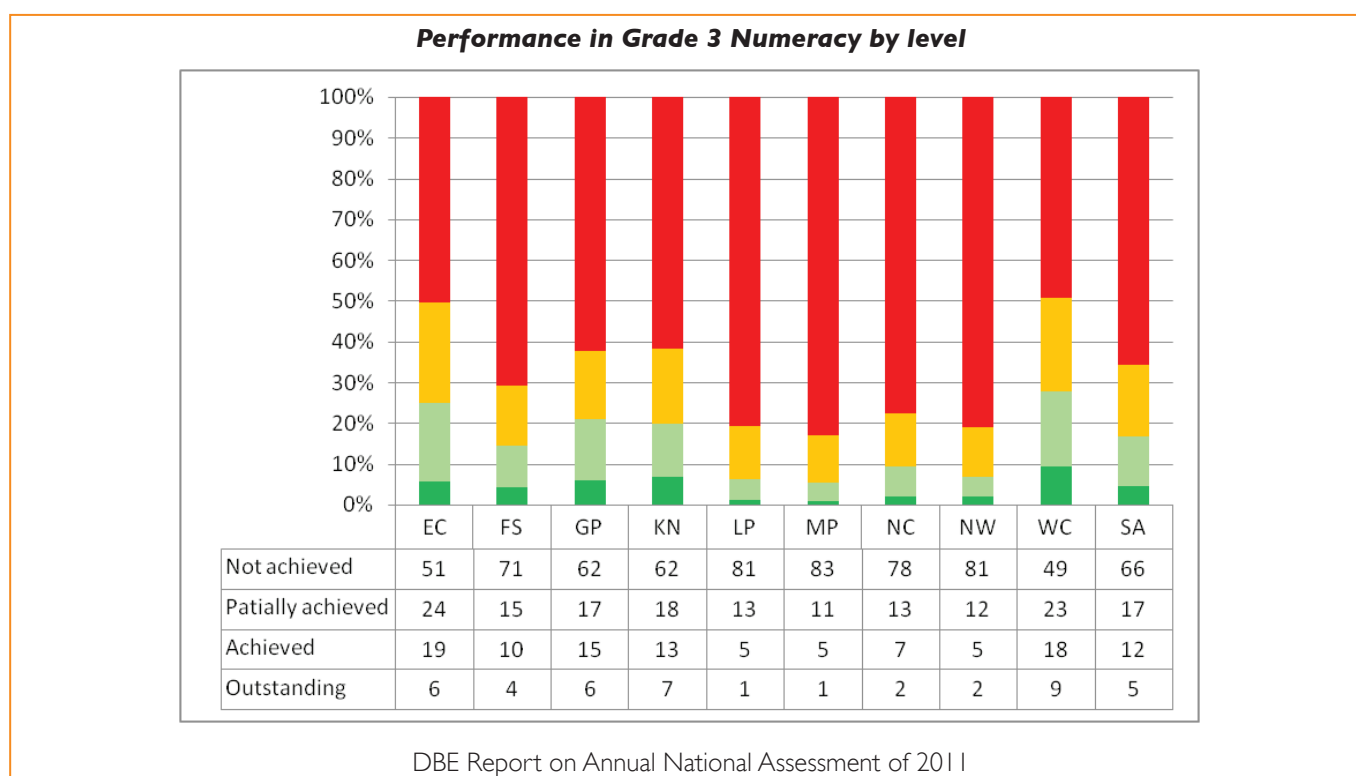
The Annual National Assessments

The 2011 ANA has provided the first national baseline to benchmark annual targets. It has also shifted focus from only prioritising the National Senior Certificate to assessing the entire schooling system. The qualitative analysis of 2011 ANA results show (a) illegible hand writing across the grades (b) inability of learners to read and follow written instruction (c) limited vocabulary (d) very limited learner mastery of basic numeracy operations and serious inability to demonstrate high order skills. The tables below illustrate the level of performance among Grade 3 learners in Literacy and Numeracy. In the coming years, the emphasis in the sector will involve credible and efficient administration of ANA, improving the utility of ANA results as a means to improve learner performance and enabling increases in relation to learner performance challenges identified in item analysis of the ANA. Teacher development interventions will also specifically focus on strengthening areas identified as challenges in the item analysis of ANA.

Performance in Grade 3 literacy by level



DBE Report on Annual National Assessment of 2011



The Department's National Strategy for Learner Attainment and interventions to improve curriculum implementation which focuses on Maths, Science and Technology and Literacy and Numeracy intervention will continuously be informed by learner performance in various assessments including ANA.

High quality learning and teaching support materials

At the beginning of the first school term in 2011 high quality workbooks were distributed to schools for Grades R to 6. This was done to improve access to quality texts by learners in schools. The first distribution of these workbooks was plagued with logistical challenges which were resolved in time for the 2012 school year. At the beginning of 2012 school year the distribution of workbooks was increased to include Grades 7 to 9. While this initiative has been warmly welcomed, the Department will embark on an in-depth investigation to check how effectively these workbooks are used in the classroom in order to enable proper curriculum coverage in classrooms.

The textbook is the most effective tool to ensure consistency, coverage of content, appropriate pacing and better quality instruction. To ensure that weaker and poorly focussed textbooks are eliminated in the system, the department finalised a comprehensive National Catalogue for textbooks. The National Catalogue provides the basis for the department to report on the percentage of learners who have access to the required textbooks. Through the next reasonably priced catalogue, good textbooks will become more available to learners and teachers.

Multi-grade classes

According to the DBE *Report on the 2008 and 2009 Annual Surveys for Ordinary Schools* published in 2011, the number of schools with multi-grade classes was 6 432 (approximately 25%) in 2008 and 6 619 (approximately 26%) by 2009. A multi-grade class is one in which learners in more than one grade are taught in the same classroom at the same time. Multi-grade classes are most common in rural and farm schools where there are not enough learners to justify separate classes. Initial teacher training conducted reveal that very few teachers in multi-grade schools have been trained to deal effectively with this phenomenon. Subject advisers and teachers in multi-grade schools will be assisted to ensure that curriculum coverage and time is used effectively to achieve learning outcomes. A training programme on multi-grade teaching has been implemented and will be expanded under the auspices of teacher development interventions.

Access to basic education

Recent policy reviews and policy statements acknowledge the considerable successes South Africa has experienced in improving access to basic education. Currently over 8 million learners in over 80% of public schools benefit from the No Fee School Policy. By 2009, 98.5% of children aged 7 to 15 and 98.8% of children aged 7 to 14 were enrolled in a school (if compulsory schooling were fully implemented, the second statistic would have to be 100% - learners may legally leave school if they turned 15 in the previous year). South Africa's performance in terms of access to schooling is close to the best among middle income countries. While there is a small gap that must be closed with respect to compulsory schooling and wanting to see more learners completing Grade 12 successfully, insufficient access to schooling is not the primary challenge for South Africa. Day-to-day attendance of learners is below what it should be, around 200 000 children do not attend school at all and the drop-out rate in Grades 9, 10 and 11 represents lost opportunities for thousands of youths each year. Moreover, pressure to improve learning outcomes, which is necessary, can have the unintended effect that schools pay less attention to enrolling learners who do not perform well.

Quality early childhood development has the ability to improve learning outcomes throughout primary and secondary schooling and for this reason expanding ECD has been a government priority for many years. The 2009 MTSF envisages that by 2014 the process of universalising access to Grade R should be complete. Currently 8 in 10, 5year olds attend Grade R in schools.

Education Expenditure

While arguments can be made for marginal increases with respect to certain items in the public budgets for schools, overall there is no serious public under-expenditure problem in South Africa's schooling system. Public spending on primary plus secondary schooling as a proportion of GNP in South Africa compares well to what occurs elsewhere. In South Africa the figure is 4%, against an average of 3.1% for developing countries and 2.9% in sub-Saharan Africa. Absolute spending per learner is also good in South Africa by international standards. At the primary level around US\$ 1,383 is spent per enrolled learner, against US\$ 167 in sub-Saharan Africa and US\$ 614 in Latin America. Similarly, large differences are seen at the secondary level, where the figures are US\$ 1,726, US\$ 376 and US\$ 594 for South Africa, sub-Saharan Africa and Latin America respectively. While education sector receives the biggest share of the country's budget, 80% of the total budget is spent compensating personnel as a result international assessment and comparisons indicate that our education outcomes do not mirror the investment levels which prevail in South Africa.

Productivity in the classroom

South Africa's performance when it comes to the quality of learning outcomes is among the lowest of middle income countries (counting those countries where such statistics are available). If improving learning outcomes is the key challenge for South African schools, then how can this be achieved? The many different studies that have attempted to answer this question tend to point to the same underlying problems. In particular, it is clear that in many schools and classrooms the way teaching occurs must change. The programme of action of government states that 'Teachers are to be in class, on time, teaching and making use of textbooks'. This echoes the 'triple T' of the Quality Learning and Teaching Campaign (QLTC), a multi-stakeholder campaign, which underlines the importance of 'teachers, textbooks and time' in improving learning. The President alluded to this in his State of the Nation Address (SONA) 2012. Issues relating to teacher absence, attention to curriculum coverage, pacing and classroom based planning of lessons, and balanced homework are critical in this respect.

Competence, professionalism and status of teachers

Government's commitment to raising the status of teachers in society through better in-service training, coupled with further improvements in the conditions of service of teachers, is in response to historical factors contributing to low competency levels of teachers and increasing loss of morale experienced by teachers. The Delivery Agreement restates government's commitment to in-service teacher training packages that are more flexible and can be adapted to address the specific needs of individual teachers. In addition the Action Plan indicates critical aspect of teacher satisfaction, utilisation and motivation as requiring critical attention throughout the schooling system.

Curriculum review and implementation

On the use of time, the 2009 MTSF underlines the need for proper accountability around the use of publicly funded teaching and learning time. In other words, when teaching and learning time is lost, this should be noticed and should be a cause for concern. The Delivery Agreement also puts forward a commitment towards a national system to monitor the extent to which the year's teaching programme is completed within the year. Research indicates that programme completion is far too uncommon. If a teacher does not complete the programme for the year, the learner will be disadvantaged in future grades. As pointed out in the 2009 report of the Ministerial Task Team investigating changes needed to the curriculum, part of the programme completion problem arose out of the curriculum itself. The curriculum has undergone critical changes, lessen administrative burden on teachers and it is now sufficiently clear on what the teaching and learning priorities are. The recently established NEEDU has a critical role to play in terms of on-going curriculum review, and it is anticipated that this will be consolidated shortly.

Leadership in the education sector

While improving learning outcomes requires leadership and vision on the part of government, international experience has shown that there must be a sufficient degree of agreement and commitment among the various stakeholders. Plans must be widely consulted and all stakeholders should be involved in interpreting the data emerging from the monitoring systems.

The 2009 MTSF refers to the need for a 'social contract' between government, teacher unions, teacher training institutions, parent and SGB organisations, business and civil society organisations. The *Action Plan to 2014: Towards the Realisation of Schooling 2025*, which is the outcome of many rounds of discussions between government and non-government stakeholders, is an important element of the social contract. South Africa is fortunate in having relatively well developed stakeholder consultation structures such as the Education Labour Relations Council (ELRC) and the QLTC. The challenge is to make effective use of these structures, especially at local level to drive performance improvement.

Policies governing schools

At a fundamental level, a challenge for the basic education sector is to accept that certain things must change in the interests of the future of South Africa and that there cannot be 'business as usual'. However, this does not mean that there needs to be fundamental change to the system of policies governing schools. As the 2008 review of South Africa's education sector by the OECD points out, South Africa has done relatively well, compared to other countries, in ensuring that the key basic policies needed for quality schooling are in place. Essentially, the challenge is to make the current system run better. Policy change should only occur where this is critically necessary.

Several reviews, including the OECD review, the 2009 national curriculum review and a 2009 UNICEF review of school financing and management, have argued that a large part of the problem with existing policies is that they are not communicated well to the people who should implement them or benefit from them and that occasionally policies appear to contradict each other. Packaging and advocating policies better is a matter that requires serious attention in an effort to improve accountability.

The Planning and Delivery Oversight Unit

Key to the restructuring has been the establishment of the Planning and Delivery Oversight Unit (PDOU). The PDOU will work through provinces to improve curriculum delivery and learner achievement focusing on underperforming schools.

The Planning and Delivery Oversight Unit or 'Delivery Unit' was established in 2011 with a view to promoting a more direct and interventionist relationship between the national level on the one hand, and provinces and districts, on the other. The Delivery Unit is designed to focus strongly on supporting district offices and basis its work in this area on the recently formulated Guideline document on roles and responsibilities of districts, which was adopted by the DBE and nine provincial education departments after extensive consultation. Currently, the Unit is focussing on providing intensive management support to 18 district offices in the provinces Eastern Cape, Limpopo and Mpumalanga. These districts were selected on the basis of their consistent under-performance in the grade 12 examinations. This work is partly aimed at identifying best practices and effective turnaround strategies that can be applied across the system.

1.2 Organisational environment

The Minister of Basic Education has reorganised the configuration of the Department of Basic Education to bring it in line with the new mandates and government priorities. A number of changes were effected to improve capacity and enhance service delivery as outlined in the Delivery Agreement for Outcome 1 of Government's Programme of Action.

The Revised Organisational Structure

The revised organisational structure increased capacity to support government's strategic thrust to improve the quality of basic education and to address the identified challenges in the education sector.

The revised organisational structure has reinforced the systems and processes of the Department and management structures at all levels. The Information Technology capacity of the Department has improved tremendously and effectively supports the systems and processes of the Department.

Over the short time that the Department has operated as the Department for Basic Education, it has developed a drive to redress the imbalances of the past and to ensure equity in the provision of education across the country with particular attention paid to gender equity. A policy on succession planning has been developed.

More effort and greater focus will be required to ensure effective Workplace HIV and AIDS support. As part of employee wellness, a Voluntary Counselling and Testing (VCT) programme has been introduced.

2. Revisions to legislative and other mandates

2.1. The Basic Education Laws Amendment Bill, 2011

The Basic Education Laws Amendment Bill amends specific provisions of the following legislation:

- South African Schools Act, 1996
- the National Education Policy Act, 1996
- the Employment of Educators Act, 1998
- the South African Council for Educators Act, 2000
- The General and Further Education and Training Quality Assurance Act, 2001.

The Bill contains technical and substantive amendments and aims to align the above legislative framework with the new education dispensation that came about during 2009 when the Department of Education was split into two distinct yet interrelated departments. Among others, the Bill amends sections of the above laws regarding the prohibition of political activities during school time, the extended financial responsibility of principals, non-discrimination in respect of official language at schools and the provision of distinct categories of public schools. The Bill has now been passed as an Act of Parliament and became law on the 15 September 2011.

2.2. The National Education Evaluation and Development Bill, 2011

The National Education Evaluation and Development Bill provides for the establishment, composition and functioning of the National Education Evaluation and Development Unit (NEEDU); to provide for the governance of the unit; to provide for the evaluation and development of schools, provincial and national education departments; and to provide for matters connected therewith. The Bill was published in the Government Gazette of the 23 of December 2011 for public comment. The closing date for public comment was 17 February 2012.

2.3. Regulations

- (a) Regulations relating to the prohibition of the payment of unauthorised remuneration or the giving of financial benefit or benefit in kind to certain state employees. The Regulations became law on the 15 December 2011 when it was published in the Government Gazette.
- (b) Regulations relating to equitable provision of an enabling physical teaching and learning environment at public schools. These Regulations were converted to guidelines on the instruction of CEM.
- (c) Regulations relating to assistance for victims in respect of basic education in terms of Section 27 of the Promotion of National Unity and Reconciliation Act, 1995.
- (d) Regulations relating to the application for and payment of social assistance and the requirements or conditions in respect of eligibility for social assistance.
- (e) Amendment to the safety regulations in schools.
- (f) Regulations on learner pregnancy and other health-related aspects.

2.4. Court Rulings

(a) Western Cape Forum for Intellectual Disability vs Government of the Republic of South Africa and Another

The Western Cape Forum for Intellectual Disability launched an application in which it sought an order declaring that the national government and the Western Cape provincial government had failed to take reasonable steps to provide for the educational needs of severely and profoundly intellectually disabled children in the Western Cape.

(b) Beweging vir Christelike-Volkseie Onderwys and Others vs Minister of Basic Education and Others

The applicants dispute that the Revised Curriculum Statement, the National Curriculum Statement and the National Policy on Religion and Education apply to them.

3. Overview of 2012/2013 budget and MTEF estimates

3.1 Expenditure Estimates

Programme	Audited Outcomes			Adjusted appropriation	Revised estimate	Medium-term expenditure estimate		
	R'000	R'000	R'000			R'000	R'000	R'000
R'000	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	
1. Administration	118 231	150 804	247 046	293 682	309 648	328 485	348 328	
2. Curriculum Policy, Support and Monitoring	530 374	551 352	666 540	1 559 287	1 428 317	1 515 921	1 610 877	
3. Teachers, Education Human Resources and Institutional Development	288 034	502 374	489 105	529 879	760 159	988 548	1 047 892	
4. Planning, Information and Assessment	3 323 330	4 034 229	3 320 453	6 586 482	8 370 170	11 760 926	12 250 836	
5. Educational Enrichment Services	2 124 026	2 615 527	3 954 707	5 111 136	5 475 284	5 779 628	6 108 899	
Total	6 383 995	7 854 286	8 677 851	14 080 466	16 343 578	20 373 508	21 366 832	
Change to 2012 budget estimate	-	-	-	-	-	-	-	

3.2. Relating expenditure trends to strategic outcome-oriented goals

The key strategic objective of the Department of Basic Education over the medium term is to ensure that all learners in the South African schooling system access quality education through the effective implementation of all policies and the approved curriculum, and by reviewing and refining the areas that do not contribute to quality education. In 2010/2011, the department introduced the *Action Plan to 2014: Towards the Realisation of Schooling 2025* to provide a more robust mechanism for the department to steer the education system. The plan sets out the goals for the education system and the activities required to achieve these goals by 2014, as part of the realisation of the greater, longer term vision of quality education in schools by 2025.

Outcomes and related outputs

The department is responsible for the improved quality of basic education (Outcome 1). Outputs related to the achievement of this outcome include the improved quality of teaching and learning, regular assessment to track progress, improved early childhood development, and a credible outcomes focused planning and accountability system. All these outputs are part of existing plans in the education sector, and include projects aimed at improving performance in literacy and numeracy, and in mathematics, science and technology.

Focus over the medium term

With the focus on the improvement of learning in the South African schooling system as its overall objective over the medium term, the department will focus on the following specific areas:

Curriculum and assessment policy statements

The curriculum and assessment policy statements for Grades R to 12 were gazetted in September 2011 and will be phased in, starting with Grades R to 3 and Grade 10 in 2012, then Grades 4 to 6 and Grade 11 in 2013, and finally Grades 7 to 9 and Grade 12 in 2014. The curriculum and assessment policy statements will reduce the administrative burden for teachers, provide clearer specifications for subject content, and provide stronger recommendations around teaching methods.

Learner performance improvement strategies

While the department has made a significant start regarding benchmarked individual learner performance, by successfully administering the Annual National Assessments, focussed intervention strategies towards improving performance remain high on the department's priorities. The extent to which levels of educational outcomes are achieved will be monitored through the administration of the Annual National Assessments (ANA). This important intervention will form one of the important key strategies that the department put into place to annually measure progress on learners performance towards the 2014 target of 60% achievement rate articulated in the *Action Plan to 2014: Towards the Realisation of Schooling 2025*. The detailed results of these assessments will allow provincial education departments to design appropriate interventions on a school-by-school basis. The department will also continue to ensure credible and quality examinations and assessment practices for all subjects in the national senior certificate. The administration of question papers will be supported and monitored nationally to ensure that the examination

and assessment processes are fair and do not disadvantage learners. School based assessments will be strengthened through the moderation and provision of exemplars.

Workbooks

The department has developed literacy and numeracy workbooks for 2011 for Grades 1 to 6 to support and strengthen the development of these areas, the critical foundation skills for learning. Workbooks for languages and mathematics for Grade 7 to 9 learners were also developed and distributed to schools at the start of 2012 school year. The efficacy of the workbooks will be evaluated and revisions will be made where applicable.

Learning and teaching support materials

The department has started developing a national catalogue for textbooks. All new textbooks will be screened for compliance with the new curriculum and assessment policy statements, and only those meeting the set criteria will be included in the national catalogue. Schools will only be allowed to select books from this catalogue. Learners will be assured of quality support materials through an effective textbook retrieval system and the appropriate use of nationally developed workbooks.

Teacher development

The finalisation of the integrated strategic planning framework for teacher education and development in South Africa (2011 to 2025) will shape teacher capacity building in the coming years and introduce a more multipronged approach to training. The approach includes a points system to encourage teachers' ongoing professional development and is a departure from the traditional top-down mode of in-service teacher development.

Partnerships and social compacts

An accord on basic education and partnerships with schools was concluded in the National Economic Development and Labour Council in 2011 by organised labour, business, community constituencies represented in the council, and the Minister of Basic Education, representing government. The accord aims to rebuild dysfunctional parts of the education system through the Adopt a School campaign. The department's Quality Learning and Teaching campaign will coordinate the implementation of the accord and make citizens aware of the importance of education, and their associated roles, responsibilities and obligations.

The 2012 Budget provides additional allocations over the MTEF period of R149.6 million, R322.1 million and R257.5 million for the following priority areas:

- improved conditions of service for department personnel (R7.2 million, R11.8 million and R12.9 million)
- transfers to Umalusi for increases to compensation of employees due to improvements in conditions of service (R859 000, R1.4 million and R1.6 million)
- transfers to Umalusi to cover its expanded mandate (R22 million, R75 million and R83 million)

- annual national assessments to strengthen the existing programme and expand assessments to include Grade 9 (R75 million in 2013/2014 and R160 million in 2014/2015)
- education infrastructure grant for disaster relief (R119.5 million in 2012/2013 and R158.9 million in 2013/2014).

The department realises savings and makes Cabinet approved baseline cuts of R160.5 million in 2012/2013, R168.5 million in 2013/2014, and R175 million in 2014/2015, for the following:

- workbooks project (R156.8 million, R162.2 million and R167.5 million)
- efficiency savings on goods and services (R1.9 million, R2.4 million and R2.8 million)
- Kha Ri Gude incentive grant (R1.5 million, R3.5 million and R4.3 million)
- Umalusi transfer (R326 000, R350 000 and R442 000).

The following conditional grant allocations are reduced by R743 million (R203.4 million, R189.7 million, and R349.8 million):

- Dinaledi schools grant (R300 000, R332 000 and R648 000)
- technical secondary schools recapitalisation grant (R631 000, R698 000 and R1.4 million)
- HIV and AIDS lifeskills grant (R629 000, R695 000 and R1.4 million)
- national school nutrition programme grant (R21.6 million, R20.1 million and R37.2 million)
- education infrastructure grant (R180.2 million, R168 million and R309.3 million)
- As far as is possible, the reductions will be made on the administrative portion of these grants.

Expenditure trends

- The spending focus over the MTEF period will be on infrastructure funding in the form of transfers to provinces, through the education infrastructure grant and payments for capital assets for the school infrastructure backlogs conditional grant, where the department will take responsibility for the delivery of projects.
- The Kha Ri Gude mass literacy project, aimed at reducing adult literacy by providing an additional 2 million adults an opportunity to become literate over the MTEF period, remains a key programme, as does the oversight and support provided for the national school nutrition programme grant to provinces.
- Expenditure increased from R6.4 billion in 2008/2009 to R14.1 billion in 2011/2012, at an average annual rate of 30.2% mainly due to: increases in the education infrastructure conditional grant and the introduction of the school infrastructure backlogs indirect grant in line with government's commitment to ensure that learning and teaching take place in safe and

Part B: Programme and sub-programme plans

secure buildings; the expansion of the mass literacy campaign; and additional allocations for the workbooks project. The latter project aims to improve learner performance in the foundational learning areas of literacy and numeracy. Over the medium term, expenditure is expected to grow to R21.4 billion, at an average annual rate of 14.9%, mainly due to the additional allocations for the school infrastructure backlogs grant and the shifting of the education infrastructure grant portion from the infrastructure grant to provinces, formerly on National Treasury's vote, to this vote. Over the medium term, expenditure on the school infrastructure backlogs conditional grant is projected to increase from R700 million in 2011/2012 to R5.5 billion in 2014/2015, at an average annual rate of 98.2%, as reflected in payments for buildings and other fixed structures.

- Expanding the national school nutrition programme conditional grant to include all learners in quintile 1 to 3 schools supports government's poverty alleviation strategy. The education infrastructure grants are mainly responsible for the increase in transfers to provinces over the MTEF period, from R10.6 billion to R12.3 billion, which grow at an average annual rate of 6.4%.
- The department will also provide literacy and numeracy workbooks to learners and lesson plans to teachers to improve learner performance in these areas. These items are mainly responsible for the increased expenditure on goods and services from R763.6 million in 2008/2009 to R1.8 billion in 2011/2012, with expenditure on this item growing at an average annual rate of 32.7%. This spending is projected to increase to R2 billion by 2014/2015, at an average annual rate of 4.3%.
- The department spent R17.2 million on consultants in 2011/2012, mainly to audit the payments for the printing and delivery of the workbooks project, to moderate and verify learner assessment portfolios for Kha Ri Gude, and to moderate and verify the annual national assessments. Expenditure on consultants will mainly be for the same purposes and is expected to increase to R19.7 million in 2014/2015, at an average annual rate of 4.6% over the MTEF period. The 2012 Budget provides additional allocations

To achieve these outcomes and address the challenges identified, the Department, working collaboratively with the provinces and stakeholders, will continue focusing on the following key improvement levers, as outlined in the Action Plan and the Delivery Agreement for Outcome 1:

- Improve the quality of teaching and learning;
- Undertake regular assessment to track progress;
- Improve early childhood development; and
- Ensure a credible, outcomes-focused planning and accountability system.

In addition, the Department, in fulfilling its mandate of developing, maintaining and supporting the South African school education system for the 21st century, will focus on improving the capacity of the Department to ensure quality, efficient and effective services and support to all provinces and education stakeholders.

Part B: Programme and sub-programme plans

4. Departmental Programmes: Strategic Objectives, Programme Performance Indicators and Annual Targets for 2012/2013

Updates to the information presented in the Strategic Plan 2011 to 2014:

The Department of Basic Education Strategic Plan 2011 to 2014 has been revised. The revised sections of the Strategic Plan are included in Part D of this Annual Performance Plan.

Changes to the budget programme structure:

During the MTEF 2012 process the Department of Basic Education has restructured internally in order to ensure that the department's organogram reflects their role in implementing the "Action Plan to 2014: Towards the Realisation of Schooling 2025", which is the long term strategic framework for improving the quality of basic education. As a result of the changes to the organogram, DBE needed to align their reporting mechanism to National Treasury (programme budget structure) with the revised organogram. Discussions on the proposed changes were held with the Treasury and the proposed structure was amended to reflect the outcomes of these discussions. Amongst the changes there were a few name changes, movement and redistribution of activities between programmes, the creation of new activities as well as the creation of new sub-programmes such as Curriculum and Professional Development Unit on Programme 3, Planning and Delivery Oversight Unit on Programme 4 and Grant Implementation, Monitoring and Reporting on Programme 5.

4.1. Programme I: Administration

Programme Purpose: to manage the Department and provide strategic and administrative support services.

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

Strategic objectives, programme performance indicators and annual targets for 2011/12 to 2014/15

Strategic Objective	Programme Performance Indicator	Audited/Actual performance			Estimated performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
4.1.1. Improve capacity of the Department of Basic Education (development).	Number of internships implemented for unemployed graduates in the Department.	75	63	47	50	55	60	65
	Percentage employment outcomes of interns who have completed the internship programme.	–	–	–	–	30%	40%	60%
4.1.2. Strengthen partnerships with all stakeholders, resulting in education becoming a national priority.	Number of officials participating in staff development activities.	152	399	243	257	280	300	300
	A report highlighting South Africa's role and participation in multilateral bodies and international affairs in educational activities is compiled bi-annually.	–	–	–	–	Two Reports	Two Reports	Two Reports
4.1.3. Improve capacity of the Department of Basic Education (delivery).	A report on the legal cases instituted against the basic education sector by type and province is compiled on a quarterly basis.	–	–	–	–	Four Reports	Four Reports	Four Reports
	A report on legal cases concluded in the education sector by type and province is compiled annually.	–	–	–	–	Report	Report	Report

Quarterly targets for 2012/13

Programme Performance Indicator	Reporting period	Annual target 2012/13	Quarterly targets			
			1 st	2 nd	3 rd	4 th
Number of internships implemented for unemployed graduates in the Department.	Annually	55				
Percentage employment outcomes of interns who have completed the internship programme.	Annually	30%				
Number of officials participating in staff development activities.	Annually	280				
A report highlighting South Africa's role and participation in multilateral bodies and international affairs in educational activities is compiled bi-annually.	Bi-Annually	Two Reports		Report		Report
A report on the legal cases instituted against the basic education sector by type and province is compiled on a quarterly basis.	Quarterly	Four Reports	Report	Report	Report	Report
A report on legal cases concluded in the education sector by type and province is compiled annually.	Annually	Report				

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			
	2008/09	2009/10	2010/11	2011/12		2012/13	2013/14	2014/15	
Ministry	11 636	24 517	21 570	20 675	17 660	18 934	20 104		
Department Management	15 567	16 149	23 201	46 411	48 338	51 428	54 557		
Corporate Services	45 703	54 142	55 868	66 299	74 464	79 316	84 122		
Office of the Chief Financial Officer	11 287	14 827	18 214	22 104	22 797	24 335	25 794		
Internal Audit and Risk Management	1 638	1 603	1 509	3 481	4 323	4 648	4 938		
Office Accommodation	32 400	39 566	126 684	134 712	142 066	149 824	158 813		
Total	118 231	150 804	247 046	293 682	309 648	328 485	348 328		
Change to 2011 budget estimate	-	-	-	-	-	-	-		
Economic classification									
Current payments	107 846	132 152	227 521	277 113	285 355	302 404	319 921		
Compensation of employees	44 503	58 539	63 900	91 704	96 931	104 394	110 847		
Goods and services of which:	63 343	73 613	112 073	134 540	138 312	148 741	160 744		
Computer services	7 583	13 859	13 992	15 294	16 711	17 537	18 320		
Lease payments	859	3 476	932	8 031	1 443	1 526	1 619		
Property payments	10 824	10 754	66 438	70 463	77 244	84 602	93 067		
Travel and subsistence	8 983	10 452	8 930	10 930	8 804	9 468	10 158		
Interest and rent on land of which:	-	-	51 548	50 869	50 112	49 269	48 330		
	-	-	51 548	50 869	50 112	49 269	48 330		

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2008/09	2009/10	2010/11	2011/12		2012/13	2013/14	2014/15
Transfer and subsidies	9 133	14 840	9 526	11 026	11 564	12 200	12 932	
Departmental agencies and accounts	99	130	143	158	158	167	177	
Foreign government and international organization	8 683	11 053	9 354	10 866	11 406	12 033	12 755	
Households	351	3 657	29	2	–	–	–	
Payments for capital assets	1 227	3 808	9 999	5 543	12 729	13 881	15 475	
Buildings and other fixed structures	–	–	5 947	–	–	–	–	
Machinery and equipment	1 182	3 448	3 853	5 486	5 240	5 541	6 191	
Software and other intangible assets	45	360	199	57	107	115	120	
Payments for financial assets	25	4	–	–	–	–	–	
Total	118 231	150 804	247 046	293 682	309 648	328 485	348 328	
Details of selected transfers and subsidies								
Departmental agencies and accounts								
Foreign governments and international organizations								
Current	8 588	11 034	9 236	10 739	11 276	11 896	12 610	
United National Education ,Scientific and Culture Organization	8 588	11 034	9 236	10 739	11 276	11 896	12 610	

Performance and expenditure trends

- The department has an establishment of 881 posts, of which 673 are funded. The number of filled posts grew from 593 in 2008/2009 to 641 in 2011/2012. Over the MTEF period, the number of filled posts is expected to increase to 673, mainly due to the expansion of the department and the implementation of the reviewed organisational structure based on *Action Plan to 2014: Towards the Realisation of Schooling 2025*. The department has 81 posts additional to the establishment, of which 75 are at salary level 11 to 12 in the *Curriculum Policy, Support and Monitoring* programme for the development of learner workbooks for Grades 1 to 6 and curriculum support material for the introduction of the curriculum and assessment policy. The ratio of support staff to line function staff is 1: 3. The ratio of consultants to the total number of department personnel is 1:53.4.
- Expenditure increased from R118.2 million in 2008/2009 to R293.7 million in 2011/2012, at an average annual rate of 35.4%, and is expected to increase to R348.3 million over the medium term, at an average annual rate of 5.9%. The increases in both periods are mainly in the *Office Accommodation* sub-programme and can largely be attributed to the increase in the public private partnership unitary fee for the new office building that the department took occupation of in February 2010. This also accounts for the high consultancy fees in 2008/09 and 2009/10, and the marked increase in property payments from 2009/10.
- Expenditure on transfers to the United Nations Educational, Scientific and Cultural Organisation for membership fees increased from R8.6 million in 2008/2009 to R10.7 million in 2011/2012, at an average annual rate of 7.6% and is expected to increase to R12.6 million in 2014/15, at an average annual rate of 5.6% over the MTEF period. These increases are affected by currency fluctuations as payment is made in US dollars. Spending in the *Department Management* sub-programme is expected to increase from R46.4 million in 2011/2012 to R54.6 million in 2014/2015, as a result of new project expenditure on the *Action Plan to 2014: Towards the Realisation of Schooling 2025*, which sets out the goals for the national education system.

4.2. Programme 2: Curriculum Policy, Support and Monitoring

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

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

Strategic objectives, programme performance indicators and annual targets for 2011/12 to 2014/15

Strategic Objective	Programme Performance Indicator	Audited/Actual performance				Estimated performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11	2012/13		2013/14	2014/15	
4.2.1. Improve teacher capacity and practices (e-Education).	Number of schools with access to electronic content.	-	-	-	1 600	1 650	4 000	8 000	
	Number of digitised workbook aligned resources available for use in underperforming schools.	-	-	-	-	2	6	8	
	A new e-Education strategy that updates the 2004 White Paper and includes future targets for ICT access in schools is released.	-	-	-	-	e-Education Strategy is released	Monitoring and Evaluation on the implementation is done	A report on the implementation of the strategy is compiled	

Strategic Objective	Programme Performance Indicator	Audited/Actual performance			Estimated performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
4.2.2. Improve teacher capacity and practices	Number of subject advisors and other teaching professionals orientated in the Curriculum and Assessment Policy Statements.	-	-	-	2 474	3 000	3 500	3 500
	Number of personnel trained in multi-grade teaching per province.	-	-	-	140	140	200	250
	Percentage of Grade 3 learners performing at the required literacy level.	-	48%	50%	53%	55%	58%	60%
	Percentage of Grade 3 learners performing at the required numeracy level.	-	43%	50%	53%	55%	58%	60%
	Percentage of Grade 6 learners performing at the required language level.	-	37%	42%	46%	51%	55%	60%
	Percentage of Grade 6 learners performing at the required mathematics level.	-	19%	27%	35%	44%	52%	60%
	Percentage of Grade 9 learners performing at the required language level.	-	-	-	-	To be determined	To be determined	60%
	Percentage of Grade 9 learners performing at the required mathematics level.	-	-	-	-	To be determined	To be determined	60%

Strategic Objective	Programme Performance Indicator	Audited/Actual performance			Estimated performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
4.2.3. Improve teacher capacity and practices (FET).	Number of Grade 12 learners passing mathematics (thousands).	125	136	147	158	169	180	270
	Number of Grade 12 learners passing physical science (thousands).	120	130	140	150	160	170	250
	Number of Grade 12 learners who become eligible for a Bachelors programme at university (thousands).	–	110	123	136	149	162	175
4.2.4. Increase access to high-quality learning materials (workbooks).	Percentage of learners who obtain a National Senior Certificate.	62.6%	60.6%	67.8%	69%	70%	71%	72%
	Percentage of learners with a textbook for each subject.	–	60%	70%	80%	85%	90%	100%
	Number of learners who have received workbooks.	–	–	–	6 500 000	10 300 000	11 000 000	12 000 000
4.2.5. Increase access to high-quality learning materials (libraries).	Percentage of schools having access to library information services.	–	–	–	Audit of library information services conducted in 9 provinces.	60%	70%	80%
	Number of learners enrolled in the Kha Ri Gude programme per year.	–	–	–	615 600	630 990	646 764	662 9331
4.2.7 Strengthen partnerships with all stakeholders resulting in education becoming a national priority.	Percentage of learners completing the Kha Ri Gude programme per year.	–	–	–	80%	83%	86%	89%

Strategic Objective	Programme Performance Indicator	Audited/Actual performance			Estimated performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
4.2.8. Strengthen the capacity of district offices.	Number of district offices that have trained officials in the Screening, Identification, Assessment and Support strategy	–	–	–	–	50	60	82
	Number of schools that have teachers trained in the Screening, Identification, Assessment and Support strategy	–	–	–	–	100	250	416
4.2.9. Universalise access to Grade R.	Percentage of Grade 1 learners who have received formal Grade R.	–	51%	57%	63%	69%	75%	81%

Quarterly targets for 2012/13

Programme Performance Indicator	Reporting period	Annual target 2012/13	Quarterly targets			
			1 st	2 nd	3 rd	4 th
Number of schools with access to electronic content.	Quarterly	1 650	400	650	400	200
Number of digitised workbook aligned resources available for use in underperforming schools.	Annually	2				
A new e-Education strategy that updates the 2004 White Paper and includes future targets for ICT access in schools is released.	Annually	e-Education Strategy is released				
Number of subject advisors and other teaching professionals orientated in the Curriculum and Assessment Policy Statements.	Annually	3 000				
Number of personnel trained in multi-grade teaching per province.	Annually	140				
Percentage of Grade 3 learners performing at the required literacy level.	Annually	55%				
Percentage of Grade 3 learners performing at the required numeracy level.	Annually	55%				
Percentage of Grade 6 learners performing at the required language level.	Annually	51%				
Percentage of Grade 6 learners performing at the required mathematics level.	Annually	44%				
Percentage of Grade 9 learners performing at the required language level.	Annually	To be determined				
Percentage of Grade 9 learners performing at the required mathematics level.	Annually	To be determined				
Number of Grade 12 learners passing mathematics (thousands) .	Annually	169				
Number of Grade 12 learners passing physical science (thousands) .	Annually	160				
Increase in the number of Grade 12 learners who become eligible for a Bachelors programme at university (thousands) .	Annually	149				
Percentage of learners who obtain a National Senior Certificate.	Annually	70%				
Percentage of learners with a textbook for each subject.	Annually	85%				
Number of learners who have received workbooks.	Annually	10 300 000				

Part B: Programme and sub-programme plans

Programme Performance Indicator	Reporting period	Annual target 2012/13	Quarterly targets			
			1 st	2 nd	3 rd	4 th
Number of schools having access to library information services.	Annually	60%				
Number of learners enrolled in the Kha Ri Gude programme.	Annually	630 990				
Percentage of learners completing the Kha Ri Gude programme.	Annually	83%				
Number of district offices that have trained officials in the Screening, Identification, Assessment and Support strategy	Annually	50				
Number of schools that have teachers trained in the Screening, Identification, Assessment and Support strategy	Annually	100				
Percentage of Grade 1 learners who have received formal Grade R.	Annually	69%				

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			
	2008/09	2009/10	2010/11	2011/12		2012/13	2013/14	2014/15	
Programme Management: Curriculum Policy Support and Monitoring	1 487	1 623	763	1 674	2 565	2 760	2 932		
Curriculum Implementation and Monitoring	53 827	43 324	20 878	24 670	28 874	31 010	32 931		
Kha Ri Gude Literacy Project	456 986	443 179	466 760	541 593	572 397	608 773	644 743		
Curriculum and Quality Enhancement Programmes	18 074	63 226	178 139	991 350	824 481	873 378	930 271		
Total	530 374	551 352	666 540	1 559 287	1 428 317	1 515 921	1 610 877		
Change to 2011 budget estimate	-	-	-	-	-	-	-		
Economic classification									
Current payments	528 088	550 205	666 027	1 558 935	1 427 476	1 515 087	1 610 046		
Compensation of employees	31 593	36 787	47 029	52 618	60 370	64 780	68 757		
Goods and services of which:	496 495	513 418	618 998	1 506 317	1 367 106	1 450 307	1 541 289		
Agency and support/ outsourced services	35 208	31 698	31 743	55 191	42 186	45 320	49 019		
Inventory: Stationery and printing	89 208	69 753	31 932	92 853	31 747	35 222	38 987		
Travel and subsistence	8 326	8 184	4 257	9 119	5 969	6 432	7 023		
Operating expenditure	329 591	390 251	541 679	1 330 885	1 273 293	1 347 172	1 429 053		
Transfers and subsidies	269	953	100	-	-	-	-		
Departmental agencies and accounts	1	-	-	-	-	-	-		
Households	268	953	100	-	-	-	-		
Payments for capital assets	1 978	101	413	352	841	834	831		
Machinery and equipments	1 958	94	370	343	841	834	831		
Software and other intangible assets	20	7	43	9	-	-	-		
Payments for financial assets	39	93	-	-	-	-	-		
Total	530 374	551 352	666 540	1 559 287	1 428 317	1 515 921	1 610 877		

Performance and expenditure trends

- *Programme Management: Curriculum Policy, Support and Monitoring* manages delegated administrative and financial responsibilities, and coordinates all monitoring and evaluation functions. The subprogramme had a staff complement of 3 and a total budget of R1.7 million in 2011/2012, of which 82.9% was used for compensation of employees. No savings over the MTEF period could be identified in the subprogramme.
- *Curriculum Implementation and Monitoring* supports and monitors the implementation of the national curriculum statement for Grades R to 12, and the phasing in of the curriculum assessment policy statement. The sub-programme had a staff complement of 46 and a total budget of R24.7 million in 2011/2012, of which 87.5% was used for compensation of employees. In 2012/2013, the focus will be on compiling exemplars for assessment, improving learner performance, with the focus on Grade 12, and providing support to registered early childhood development centres to increase the number of learners attending Grade R. This measure supports the department in its aim of providing access for all age appropriate children to Grade R by 2014. No approved baseline cuts over the MTEF period were made in the subprogramme.
- *Kha Ri Gude Literacy Project* expands the provision of basic literacy education for adults. There are currently 42 000 registered volunteer educators, supervisors, coordinators and monitors. The subprogramme had a staff complement of 22 and a total budget of R541.6 million in 2011/2012, of which 70% was used for the payment of stipends to volunteers. R1.9 billion has been used between 2008/09 and 2011/2012 to help over 2.2 million adults gain literacy and numeracy skills. The R1.8 billion allocated over the MTEF period is projected to provide a further 2 million adults with these skills. The Kha Ri Gude incentive grant has been reduced by R9.4 million over the MTEF period.
- *Curriculum and Quality Enhancement Programmes* supports programmes that enhance curriculum outcomes in the basic education system. Activities in this subprogramme include curriculum enhancement programmes using ICT, the establishment of e-learning in schools, the enhancement of programmes and the evaluation of school performance, workbooks and textbook policy development and implementation. The provisioning of viable ICT solutions to schools will also be undertaken. A key project within this subprogramme is the development of literacy and numeracy workbooks. The subprogramme had a staff complement of 45 and a total budget of R991.4 million in 2011/2012, of which 98.4% was used for the workbooks project. In 2010/2011, workbooks were developed in all official languages for Grades 1 to 6 and distributed to the 6 million learners in these grades at all primary schools. The development of these workbooks was undertaken by the department and not outsourced, which resulted in substantial savings on the projected costs and which has enabled the department to extend this project to other grades over the MTEF period, without requiring additional funding. In 2011/2012, all workbooks in English and Afrikaans for numeracy and literacy from Grades 1 to 6 were adapted for braille and made available where applicable. In the same year, 196 provincial and district officials, and school management teams of schools for the visual and hearing impaired, were trained in specialised skills in areas of special needs at a cost of R6 million. Savings of R156.7 million, R162.2 million and R167.5 million over the medium term have been identified, due to the in-house development of the workbooks.

- The *Kha Ri Gude Literacy Project* subprogramme, which is allocated R1.8 billion over the MTEF period, has already provided 1.6 million adults with the opportunity to become literate and numerate in one of the eleven official languages between 2008/2009 and 2010/2011. In 2011/2012, the project registered 660 924 learners and 41 000 volunteer facilitators. The project is expected to reach the initial target of 4.7 million adult learners by March 2016. Expenditure increased from R530.4 million in 2008/09 to R1.6 billion in 2011/2012, at an average annual rate of 43.3%, mainly due to the Kha Ri Gude adult literacy campaign and the introduction of literacy and numeracy workbooks in 2010/2011. The introduction of workbooks is a key element in the strategy to improve overall learner performance.
- Expenditure in the *Curriculum and Quality Enhancement Programmes* subprogramme increased from R18.1 million in 2008/09 to R991.4 million in 2011/2012, at an average annual rate of 279.9%, due to the introduction of literacy and numeracy workbooks in 2010/2011. This intervention will provide 23 830 060 literacy and numeracy workbooks and lesson plans to learners in 2011/2012. Expenditure on goods and services grew from R496.5 million in 2008/2009 to R1.5 billion in 2011/2012, at an average annual rate of 44.8%, due to the introduction of the Kha Ri Gude mass literacy campaign in 2008/2009. An additional allocation made in the 2009 adjustments budget for workbooks also increased expenditure by R524 million in 2009/2010 and R750 million in 2010/2011. Over the medium term, total expenditure is expected to grow to R1.6 billion by 2014/2015, at an average annual rate of 1.1%. Expenditure is expected to remain relatively unchanged over the medium term, due to savings of R486 million identified from the department bringing the development of workbooks in-house. The impact of this saving is also reflected in the 16.8% decrease in spending in the *Curriculum and Quality Enhancement Programmes* subprogramme in 2012/2013. In addition, the once-off allocation for the printing and distribution of curriculum review documents in 2011/2012 also contributed to the subprogramme's reduced expenditure in 2012/2013.

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

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

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

Strategic objectives, programme performance indicators and annual targets for 2011/2012 to 2013/2014

Strategic Objective	Programme Performance Indicator	Audited/Actual performance			Estimated performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
4.3.1. Improve teacher capacity and practices (development).	A comprehensive guide to available professional development programmes is established on the national department website.	-	-	-		A guide to available professional development programmes is available on the website.	An expanded guide to available professional development programmes is available on the website.	An expanded guide to available professional development programmes is available on the website.
4.3.2. Improve teacher capacity and practices (NICPD).	Teacher development courses in key subject areas are available at the NICPD.	-	-	-	NICPD is set up and operational.	Courses in EFAL across the system, FP literacy and numeracy, IP and SP maths and Science and FET maths, science, accounting are developed	Courses in IP and SP technology and Social Science and FET technology subjects and geography are developed.	Courses are developed in key subject areas

Strategic Objective	Programme Performance Indicator	Audited/Actual performance				Estimated performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11	2012/13		2013/14	2014/15	
4.3.3. Improve teacher capacity and practices (recruitment).	Number of qualified teachers aged 30 and below entering the public service as teachers for the first time during the past year.	–	–	–	6 200	6 800	7 400	8 000	
4.3.4. Strengthen school management and promote functional schools (management tools).	Number of bursaries awarded to students enrolled for initial teacher education during the past year.	5 185	9 141	10 073	8 517	11 500	11 600	14 500	
4.3.4. Strengthen school management and promote functional schools (management tools).	Percentage of ordinary public schools where the School Governing Body meets minimum criteria in terms of effectiveness.	–	–	–	40%	60%	80%	90%	
4.3.5. Strengthen the capacity of district offices.	Percentage of ordinary public schools principals rating the support services of districts as being satisfactory.	–	–	30%	30%	50%	70%	90%	

Quarterly targets for 2012/2013

Programme Performance Indicator	Reporting period	Annual target 2012/13	Quarterly targets			
			1 st	2 nd	3 rd	4 th
A comprehensive guide to available professional development programmes is established on the national department website	Annually	A guide to available professional development programmes is available on the website.				
Teacher development courses in key subject areas are available at the NICPD.	Quarterly	Courses in EFAL across the system, FP literacy and numeracy, IP and SP maths and Science and FET maths, science, accounting are developed	Foundation Phase courses are available.	FET Phase courses are available.	Senior Phase Maths and Science courses are available.	Diagnostic assessments available in FP literacy and numeracy.
Number of qualified teachers aged 30 and below entering the public service as teachers for the first time during the past year.	Quarterly	6 800	2 000	2 000	1 400	1 400
Number of bursaries awarded to students enrolled for initial teacher education during the past year.	Quarterly	11 500	7 500	2 000	1 000	1000
Percentage of ordinary public schools where the School Governing Body meets minimum criteria in terms of effectiveness.	Quarterly	60%	60%	60%	60%	60%
Percentage of schools principals rating the support services of districts as being satisfactory.	Annually	50%				

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		
	2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
Programme Management: Teacher, Education Human Resources and Institutional Development	2 905	3 039	3 110	3 044	2 839	3 053	3 243
Education Human Resources Management	26 190	38 814	39 208	50 588	50 072	53 074	56 276
Education Human Resources Development	254 189	455 654	444 324	468 725	693 478	917 001	972 029
Curriculum and Professional Development Unit	4 750	4 867	2 463	7 522	13 770	15 420	16 344
Total	288 034	502 374	489 105	529 879	760 159	988 548	1 047 892
Change to 2011 budget estimate	-	-	-	-	-	-	--
Economic classification							
Current payments	107 341	100 535	63 748	80 001	87 859	94 340	100 028
Compensation of employees	32 468	47 972	48 839	61 665	67 022	71 554	75 924
Goods and services of which:	74 873	52 563	14 909	18 336	20 837	22 786	24 104
Communication	582	506	407	714	920	1 033	1 051
Consultant and special service: Business and advisory services	453	870	38	2 050	4 020	4 822	5 024
Inventory :Stationery and printing	2 284	2 296	916	2 820	2 093	2 243	2 444
Travel and subsistence	7 866	8 220	9 484	11 301	12 281	13 106	13 875

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2008/09	2009/10	2010/11	2011/12		2012/13	2013/14	2014/15
Transfers and subsidies	180 001	401 624	425 000	449 440	671 912	893 867	947 499	
Departmental agencies and accounts	180 001	401 502	425 000	449 440	671 912	893 867	947 499	
Households	-	122	-	-	-	-	-	
Payments for capital assets	681	188	357	438	388	341	365	
Machinery and equipment	681	188	357	438	388	341	365	
Payments for financial assets	11	27	-	-	-	-	-	
Total	288 034	502 374	489 105	529 879	760 159	988 548	1 047 892	
Details of transfers and subsidies								
Departmental agencies and accounts								
Departmental agencies (non-business entities)								
Current	180 000	401 500	425 000	449 440	671 912	893 867	947 499	
South African Council for Educators	-	1 500	1 000	-	-	-	-	
National Student Financial Aid Scheme	180 000	400 000	424 000	449 440	671 912	893 867	947 499	

Performance and expenditure trends

- Programme Management: Teachers, Education Human Resources and Institutional Development* manages delegated administrative and financial responsibilities, and coordinates all monitoring and evaluation functions. The subprogramme had a staff complement of 4 and a total budget of R3 million in 2011/2012, of which 90.7% was used for compensation of employees. No approved baseline cuts over the MTEF period could be made in the subprogramme.
- Education Human Resources Management* is responsible for: education human resources planning, provisioning and monitoring; educator performance, management and development; whole school evaluation; and education labour relations and conditions of service. The subprogramme had a staff complement of 111 and a total budget of R50.6 million in 2011/2012, of which 82.1% was used for compensation of employees, while 73.9% was used for the integrated quality management system project. In 2011/2012, at a cost of R7.8 million, approximately 8 000 schools were visited by external moderators, of which 3 600 were first time visits and 4 400 follow up visits. No approved baseline cuts over the MTEF period could be made in the subprogramme.
- Education Human Resources Development* oversees and translates the integrated strategic planning framework for teacher education and development in South Africa into a wide range of teacher development materials and collaborative professional development activities; strengthens the teacher recruitment campaign and the management and governance capacities of public schools; and improves district support to schools for effective teaching and learning, in line with the **Action Plan to 2014: Towards the Realisation of Schooling 2025**. The subprogramme had a staff complement of 34 and a total budget of R468.7 million in 2011/2012, of which 95.9% was transferred to the National Student Financial Aid Scheme for the Funza Lushaka teacher bursaries. In 2011/2012, R449.4 million was spent on the Funza Lushaka teacher bursaries scheme to provide bursaries to 8 861 students, of which approximately 2 500 will enter the teaching profession in 2012. No approved baseline cuts over the MTEF period could be made in the subprogramme.
- Curriculum and Professional Development Unit* manages and develops an innovative and effective teacher development system and programmes. Activities in this subprogramme include curriculum research, teacher development research and teacher development implementation. The integrated strategic planning framework for teacher education and development in South Africa, to provide strategic direction for teacher education and development up to 2025, was developed and published in 2011 at a cost of R500 000. This subprogramme had a staff complement of 28 and a total budget of R7.5 million in 2011/2012, of which 51.6% was used for compensation of employees. No approved baseline cuts over the MTEF period
- Expenditure increased from R288 million in 2008/09 to R529.9 million in 2011/2012, at an average annual rate of 22.5%, and is expected to increase to R1 billion over the medium term, at an average annual rate of 25.5%. The growth in both periods is reflected in the increased expenditure in the *Education Human Resources Development* subprogramme. These increases are mainly due to additional funds allocated for the Funza Lushaka bursary scheme from 2007/2008, which aims to attract new teachers to the profession to address the shortage of teachers in specific areas like mathematics, science and technology, and the integrated quality management system from 2008/2009, which aims to oversee the performance management system for educators.

- The Funza Lushaka bursaries are administered by the National Student Financial Aid Scheme, which explains the increase in transfers and subsidies from R180 million in 2008/2009, when 5 190 bursaries were awarded, to R449.4 million in 2011/2012, when 8 800 bursaries were awarded. The average annual growth in expenditure over this period was 35.7%. Projections indicate that more than 39 000 Funza Lushaka bursaries will be awarded over the MTEF period at a cost of R2.5 billion, as the allocation for this project grows at an average annual rate of 28.2% over the medium term.
- The Department will have visited 8 000 schools in 2011/2012 to monitor the implementation of the integrated quality management system, which seeks to improve levels of accountability within the education system. Moderators from the Department provided support to teachers and principals at schools on the implementation of this system. The more than 26 000 visits between 2008/2009 and 2011/2012 suggest that schools have been closing the gaps in implementing the system as previously identified by moderators. Districts have also increased the level of monitoring and support they provide to schools on the system's implementation.

4.4. 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 are: Programme Management: Planning, Information and assessment; Information Management Systems; Financial and Physical Planning; National Assessments and Public Examinations; National Education Evaluation and Development Unit and; Planning and Delivery Oversight Unit.

Strategic objectives, programme performance indicators and annual targets for 2011/2012 to 2013/2014

Strategic Objective	Programme Performance Indicator	Audited/Actual performance			Estimated performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
4.4.1 Establish a world class system of standardised national assessments.	A National Report on learner performance in the Annual National Assessments is released.	-	-	-	-	Annual National Report on learner performance in ANA	Annual National Report on learner performance in ANA	Annual National Report on learner performance in ANA
	Percentage of schools targeted for the provision of exemplars and other tools to support ANA preparation.	-	-	-	-	40%	50%	60%
	Percentage of schools targeted for the provision of exemplars and other tools to support National Certificate preparation.	-	-	-	-	40%	50%	60%

Strategic Objective	Programme Performance Indicator	Audited/Actual performance			Estimated performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
	A National Technical Report on learner performance in Grade 12 is released.	–	–	–	–	A National Technical Report on learner performance in Grade 12 is released.	A National Technical Report on learner performance in Grade 12 is released.	A National Technical Report on learner performance in Grade 12 is released.
4.42. Strengthen school management and promote functional schools.	Percentage of schools complying with a very basic level of school infrastructure.	–	77%	84%	88%	92%	96%	100%
	Percentage of learners in schools that are funded at the minimum level.	–	62%	70%	77%	85%	92%	100%
	Percentage of schools that have acquired the full set of financial management responsibilities on the basis of an assessment of their financial capacity.	–	64%	68%	72%	77%	81%	85%

Strategic Objective	Programme Performance Indicator	Audited/Actual performance			Estimated performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
4.4.3. Strengthen the capacity of the district offices.	Percentage of 7- to 15-year-olds attending education institutions.	–	97.4%	97.7%	98%	98.4%	98.7%	99%
	Percentage of children who turned 9 in the previous year who are currently enrolled in Grade 4 (or a higher grade).	–	59%	60%	61%	63%	64%	65%
	Percentage of children who turned 12 in the previous year who are currently enrolled in Grade 7 (or a higher grade).	–	46%	47%	48%	50%	51%	52%

Quarterly targets for 2012/13

Programme Performance Indicator	Reporting period	Annual target 2012/13	Quarterly targets			
			1 st	2 nd	3 rd	4 th
A National Report on learner performance in the Annual National Assessments is released.	Annually	Annual National Report on learner performance in ANA				
Percentage of schools targeted for the provision of exemplars and other tools to support ANA preparation.	Annually	40%				
Percentage of schools targeted for the provision of exemplars and other tools to support National Senior Certificate preparation.	Annually	40%				
A National Technical Report on learner performance in Grade 12 is released.	Annually	A National Technical Report on learner performance in Grade 12 is released.				
Percentage of schools complying with a very basic level of school infrastructure.	Annually	92%				
Percentage of learners in schools that are funded at the minimum level.	Annually	85%				
Percentage of schools that have acquired the full set of financial management responsibilities on the basis of an assessment of their financial capacity.	Annually	77%				
Percentage of 7- to 15-year-olds attending education institutions.	Annually	98.4%				
Percentage of children who turned 9 in the previous year who are currently enrolled in Grade 4 (or a higher grade).	Annually	63%				
Percentage of children who turned 12 in the previous year who are currently enrolled in Grade 7 (or a higher grade).	Annually	50%				

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			
	2008/09	2009/10	2010/11	2011/12		2012/13	2013/14	2014/2015	
Programme Management: Planning Information and Assessment	1 048	738	240	1 052	2 059	2 213	2 352		
Information Management Systems	34 312	32 126	24 976	36 026	31 313	33 241	35 251		
Financial and Physical Planning	3 136 769	3 898 633	3 177 904	6 397 974	8 155 879	11 406 525	11 791 308		
National Assessments and Public Examinations	148 003	98 046	109 189	131 807	155 174	291 531	392 847		
National Education Evaluation and Development Unit	-	873	3 087	11 947	12 544	13 234	14 028		
Planning and Delivery Oversight Unit	3 198	3 813	5 057	7 676	13 201	14 182	15 050		
Total	3 323 330	4 034 229	3 320 453	6 586 482	8 370 170	11 760 926	12 250 836		
Change to 2011 budget estimate	-	-	-	-	-	-	-		
Economic Classification									
Current Payments	175 010	127 731	133 037	189 100	189 801	277 263	374 398		
Compensation of employees	60 199	60 607	66 440	80 638	90 512	96 959	102 910		
Goods and Services of which:	114 811	67 124	66 597	108 462	99 289	180 304	271 488		
Computer services	15 626	20 512	24 958	39 749	34 650	35 959	37 634		
Consultants and professional services : Business and Advisory services	2 103	864	3 156	4 012	5 475	5 737	6 304		
Inventory: Stationery and printing	5 081	7 603	1 416	16 506	14 063	66 018	167 351		
Travel and subsistence	22 590	22 008	18 954	27 767	30 574	32 108	34 309		
Transfers and subsidies	3 139 717	3 902 573	3 186 099	5 696 724	5 864 233	6 294 113	6 375 611		

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2008/09	2009/10	2010/11	2011/12		2012/13	2013/14	2014/2015
Provinces and municipalities	3 123 487	3 884 683	3 162 774	5 678 300	5 822 389	6 197 645	6 269 861	
Departmental agencies and accounts	16 098	17 856	23 265	18 391	41 844	96 468	105 750	
Households	132	34	60	33	-	-	-	
Payments for capitals assets	8 603	3 862	1 317	700 658	2 316 136	5 189 550	5 500 827	
Buildings and other fixed structures	-	-	-	700 000	2 315 000	5 189 000	5 500 340	
Machinery and payments	7 155	2 608	385	658	1 136	550	487	
Software and other intangible assets	1 448	1 254	932	-	-	-	-	
Payment for financial assets	-	63	-	-	-	-	-	
Total	3 323 330	4 034 229	3 320 453	6 586 482	8 370 170	11 760 926	12 250 836	
Details of transfers and subsidies								
Departmental agencies and accounts								
Department agencies (non-business entities)								
Current	16 044	17 844	23 250	18 391	41 844	96 468	105 750	
Umalusi Council for Quality Assurance in General and Further Education and Training	16 044	16 494	17 350	18 391	41 844	96 468	105 750	
Human Science Research Council	-	1 350	5 900	-	-	-	-	
Provinces and municipalities								
Provinces								
Provinces Revenue Funds								
Current	22 002	-	-	-	-	-	-	
Disaster management grant	22 002	-	-	-	-	-	-	
Capital	3 101 485	3 884 683	3 162 774	5 678 300	5 822 389	6 197 645	6 269 861	
Education Infrastructure Grant	3 101 485	3 884 683	3 162 774	5 678 300	5 822 389	6 197 645	6 269 861	

Performance and expenditure trends

- Programme Management: Planning, Information and Assessment* manages delegated administrative and financial responsibilities, and coordinates all monitoring and evaluation functions. The subprogramme had a staff complement of 3 and a total budget of R1.1 million in 2011/2012, of which 72.8% was used for compensation of employees. No approved baseline cuts over the MTEF period could be identified in the subprogramme.
- Information Management Systems* develops systems and procedures to support and maintain the integrated education management systems based on individual learner records, and monitors and reports on the implementation of the education information policy in the basic education sector. The subprogramme had a staff complement of 25 and a total budget of R36 million in 2011/2012, of which 50.5% was used for the education management information system project, which provides accurate enrolment numbers and which will track individual learner movement within the system between schools, provinces and grades. By the end of 2011/2012, it is expected that approximately 25 000 public ordinary schools and 10.5 million learners will have been captured by the learner unit information and tracking system. No approved baseline cuts over the MTEF period could be identified in the subprogramme.
- Financial and Physical Planning* focuses on cross-cutting aspects such as financial and physical resource planning, budgeting support and monitoring, and the coordination of the implementation of national policy with provincial education departments. The subprogramme had a staff complement of 35 and a total budget of R6.4 billion in 2011/2012, of which 88.8% was used for transfer payments to provinces for the education infrastructure grant, as well as the recently introduced school infrastructure backlogs indirect grant. The latter grant is managed directly by the department. Between 1996 and 2010, the number of schools without electricity decreased from 15 263 to 3 544, the number of schools without water decreased from 8 823 to 1 307, and the number of schools without toilets decreased from 3 265 to 913. In 2011/2012, the school infrastructure backlogs indirect grant will have provided 188 schools with water; 231 schools with electricity and 354 with sanitation. Approved baseline cuts of R657.5 million over the MTEF period have been made to the education infrastructure grant.
- National Assessments and Public Examinations* promotes the integrity of national school assessments and examinations by, among other things: setting and moderating all Grade 12 examination papers; moderating the Grade 12 life orientation and school based assessment; and monitoring the examination writing and marking processes in all provinces. Monitoring progress over time is also undertaken in this subprogramme by the publishing of performance trends in all national examinations and assessments each year. The subprogramme had a staff complement of 78 and a total budget of R131.8 million in 2011/2012, of which 31% was used for compensation of employees, while 38.2% was used to compensate examiners and moderators for the national Grade 12 examinations. In February 2011, an annual national assessment was conducted for approximately 6 million learners in Grades 3 and 6, as well as a pilot study in Grade 9, at a cost of R30 million. An annual national assessment report with guidelines for the interpretation and use of these results was published in June 2011. In September 2012, all learners from Grades 1 to 6 and Grade 9 will write the annual national assessment tests, at an estimated cost of R224 million. Approved baseline cuts of R4.4 million over the MTEF period have been made to the integrated examinations and computer system project, as well as a saving of R1.1 million on the Umalusi transfer.

Part B: Programme and sub-programme plans

- *National Education Evaluation and Development Unit* evaluates the entire education system to establish the extent to which quality education is being provided to all learners in the education system. Activities include: developing monitoring, evaluation and support approaches; identifying standards against which the system will be evaluated and discussing them with key stakeholders; evaluating a national sample of high schools and feeder primary schools; and evaluating the nature of support provided to schools in selected district, provincial and national offices. The subprogramme had a staff complement of 27 and a total budget of R11.9 million in 2011/2012, of which 49.8% was used for compensation of employees, while 21.4% was used to contract professional support services and research. The unit will have evaluated 174 schools, and 18 additional evaluator posts will have been filled in 2011/2012. Each evaluator will evaluate an average of 95 schools per year starting in 2012/2013, resulting in 1 700 schools being evaluated per year. Over the MTEF period, 5 100 schools will be evaluated at an estimated cost of R30.6 million. No approved baseline cuts over the MTEF period could be made in the subprogramme.
- *Planning and Delivery Oversight Unit* oversees the department's programmes and will work with and through provinces to ensure that provincial initiatives are aligned with national priorities to provide institutional support for their effective delivery and to facilitate the sharing of best practices across provinces. The subprogramme had a staff complement of 34 and a total budget of R7.7 million in 2011/2012, of which 71.8% was used for compensation of employees. The unit will monitor the planning and delivery of selected priorities, such as ensuring that learner and teacher support materials are of the required quality, that they are delivered to schools on time and that they are used effectively, and assist provinces where the planning and delivery process experiences difficulties. No approved baseline cuts over the MTEF period were made in the subprogramme.
- Expenditure grew from R3.3 billion in 2008/2009 to R6.6 billion in 2011/2012, at an average annual rate of 25.6%, mainly due to additional allocations for school infrastructure over the period. The 33.8% decrease in expenditure in the *National Assessments and Public Examinations* subprogramme in 2009/2010 was the result of a once-off allocation in 2008/2009 to prepare and implement the first national curriculum statement examinations. This also accounts for the decrease in expenditure on compensation of employees and agency and support/outsourced services in 2009/2010. Over the medium term, expenditure is expected to increase to R12.3 billion in 2014/2015, at an average annual rate of 23%. Growth is mainly due to the introduction of the school infrastructure backlogs indirect grant in 2011/2012, and the transfer payment to provincial education departments for the education infrastructure conditional grant in the *Financial and Physical Planning* subprogramme. R18.3 billion will be transferred to provincial education departments and R13 billion will be managed by the department for this purpose over the MTEF period. An additional R235 million is allocated over the medium term to improve the administration of the annual national assessments for Grades 1 to 6 and to extend it to Grade 9. The planned extension of the assessments is responsible for the increase in expenditure on stationery and printing, from R16.5 million in 2011/2012 to R167.4 million in 2014/2015. This expenditure increased at an average annual rate of 116.4% over the MTEF period.
- The department expects to have captured the details of approximately 10.5 million learners on the learner unit record information tracking system in 2011/2012, up from 4.2 million in 2008/2009. The department also expects that approximately 25 000 public ordinary schools will be interacting with the system in the same year, an increase of 17 600 since 2008/2009. Expenditure in the *Information Management Systems* subprogramme grew from R34.3 million in 2008/2009 to R36 million

in 2011/2012, at an average annual rate of 1.6%, and is directly linked to the increases in learners and schools linked to this system over this period. The department expects all learners and schools to be included in this system from 2012/2013 onwards and expenditure in this subprogramme is expected to decline by an average annual rate of 0.7%, to R35.3 million in 2014/2015. The national education evaluation development unit will have evaluated 174 schools by the end of 2011/2012, and 5 100 schools will be evaluated over the MTEF period. Expenditure on travel and subsistence increased from R22.6 million in 2008/2009 to R27.8 million in 2011/2012, at an average annual rate of 7.1% mainly due to the introduction of this unit.

- Expenditure on travel and subsistence is expected to increase to R34.3 million over the medium term, at an average annual rate of 7.3% to allow for the unit to visit schools. Spending on consultants is equivalent to 6.1% of spending on compensation of employees in 2011/2012. Consultants are mainly used to verify data collected in the annual school survey by visiting between 2% and 4% of schools to compare actual learner numbers to enrolments recorded in school registers and the information provided in the survey. Consultants are also used to provide technical assistance in the evaluation of the annual national assessments and to independently administer tests on representative samples of schools and learners for verification. Spending on consultants is expected to increase by 16.3% over the MTEF period, from R4 million in 2011/2012 to R6.3 million, mainly due to the services performed by consultants on the annual national assessments that are set to expand to Grade 9 in 2012/2013.

4.5. Programme 5: Educational Enrichment Services

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

Sub-programmes are Programme Management: Educational Enrichment Services; Partnerships in Education; Care and Support in Schools; and, Grant Implementation, Monitoring and Reporting.

Strategic objectives, programme performance indicators and annual targets for 2012/13 to 2014/15

Strategic Objective	Programme Performance Indicator	Audited/Actual performance			Estimated performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
4.5.1. Strengthen school management and promote functional schools.	Number of learners undergoing health screening.	–	–	–	250 000	500 000	750 000	1 000 000
	Number of learners that are provided with meals in the National Schools Nutrition Programme.	6 340 079	7 125 273	8 125 695	8 633 095	8 892 088	9 158 851	9 250 440

Strategic Objective	Programme Performance Indicator	Audited/Actual performance			Estimated performance 2011/12	Medium-term targets		
		2008/09	2009/10	2010/11		2012/13	2013/14	2014/15
4.5.2. Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority.	Number of public ordinary schools linked to their local police station.	–	–	8 000	9 000	18 000	24 000	25 850
	Number of public ordinary schools participating in school sport leagues.	–	–	–	3 000	5 000	7 000	10 000
	Number of public ordinary schools participating in the South African Schools Choral Eisteddfod.	–	–	–	9 458	9 758	10 058	10 358
	Number of schools benefiting from the Adopt-a-school programme linked to the NEDLAC Accord on Basic Education (under the auspices of the QLTC).	–	–	–	340	357	375	393

Quarterly targets for 2012/13

Programme Performance Indicator	Reporting period	Annual target 2012/13	Quarterly targets			
			1 st	2 nd	3 rd	4 th
Number of learners undergoing health screening.	Bi-Annually	500 000		250 000		250 000
Number of learners that are provided with meals in the National Schools Nutrition Programme.	Quarterly	8 892 088	8 892 088	8 892 088	8 892 088	8 892 088
Number of public ordinary schools linked to their local police station.	Quarterly	18 000	2 000	12 000	2 000	2 000
Number of public ordinary schools participating in school sport leagues.	Quarterly	5 000	3 000	1 000		1 000
Number of public ordinary schools participating in the South African Schools Choral Eisteddfod.	Annually	9 758				
Number of schools benefiting from the Adopt-a-school programme linked to the NEDLAC Accord on Basic Education (under the auspices of the QLTC).	Annually	357				

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		
	2008/09	2009/10	2010/11	2011/12		2012/13	2013/14	2014/15
Programme Management: Educational Enrichment Services	1 740	2 322	3 530	3 334	2 541	2 731	2 901	
Partnerships in Education	5 973	11 279	9 349	13 692	13 713	14 648	15 539	
Care and Support in Schools	16 619	16 226	14 190	17 958	16 191	17 473	18 538	
Grant Implementation, Monitoring and Reporting	2 099 694	2 585 700	3 927 638	5 076 152	5 442 839	5 744 776	6 071 921	
Total	2 124 026	2 615 527	3 954 707	5 111 136	5 475 284	5 779 628	6 108 899	
Change to 2011 budget estimate	-	-	-	-	-	-	-	
Economic classification								
Current payments	31 560	39 737	38 123	52 045	50 797	54 143	57 353	
Compensation of Employees	17 502	21 288	26 699	34 845	34 779	37 262	39 554	
Goods and services of which:	14 058	18 449	11 424	17 200	16 018	16 881	17 799	
Assets less than the capitalisation threshold	49	199	637	1 380	1 271	1 291	1 338	
Agency and support / outsourced services	3 391	682	352	3 035	1 627	1 677	1 786	
Inventory: Stationery and Printing	975	2 528	1 122	2 160	2 244	2 344	2 486	
Travel and Subsistence	4 603	6 416	4 575	7 423	7 883	8 420	8 866	
Transfers and subsidies	2 092 172	2 575 522	3 915 895	5 058 648	5 424 248	5 725 261	6 051 329	

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000			
	2008/09	2009/10	2010/11	2011/12		2012/13	2013/14	2014/15	
Provinces and municipalities	2 092 112	2 575 403	3 915 838	5 058 598	5 424 198	5 725 211	6 051 276		
Departmental agencies and accounts	10	69	7	-	-	-	-		
Non-profit institutions	50	50	50	50	50	50	53		
Payment for capital assets	288	251	689	443	239	224	217		
Machinery and payments	256	251	663	443	239	224	217		
Software and other intangibles assets	32	-	26	-	-	-	-		
Payments for financial assets	6	17	-	-	-	-	-		
Total	2 124 026	2 615 527	3 954 707	5 111 136	5 475 284	5 779 628	6 108 899		
Details of selected transfers and subsidies									
Provinces and municipalities									
Provinces									
Provinces Revenue Funds									
Current	2 092 112	2 575 403	3 915 838	5 058 598	5 424 198	5 725 211	6 051 276		
National School Nutrition Programme Grant	1 927 109	2 394 528	3 663 326	4 578 752	4 906 464	5 179 081	5 473 915		
HIV and AIDS (Life Skills Education) Grant	165 003	180 875	188 045	199 328	208 665	220 110	232 697		
Technical Secondary Schools Recapitalisation Grant	-	-	64 467	210 518	209 369	220 852	233 482		
Dinaledi Schools Grant	-	-	-	70 000	99 700	105 168	111 182		

Performance and expenditure trends

- Programme Management: Educational Enrichment Services* manages delegated administrative and financial responsibilities, and coordinates all monitoring and evaluation functions. The subprogramme had a staff complement of 5 and a total budget of R3.3 million in 2011/2012, of which 84.8% was used for compensation of employees. No approved baseline cuts over the MTEF period were made in the subprogramme.
- Partnerships in Education* manages policy, programmes and systems on the creation of a safe learning environment, and facilitates enrichment programmes in schools through collaborative programmes with organisations such as the South African Police Service, the United Nations Children's Fund, Boys Town and Girls Town schools, and provincial education departments. The subprogramme had a staff complement of 20 and a total budget of R13.7 million in 2011/2012, of which 63.8% was used for compensation of employees. Activities include: linking 9 000 schools to police stations and establishing safe schools committees at these schools in 2011 and establishing these links in an additional 15 000 schools over the MTEF period; and developing a national database to track and monitor linked schools. A memorandum of understanding signed by the Ministers of Basic Education and Sport and Recreation will ensure access to sporting activities by all schools. No approved baseline cuts over the MTEF period were made in the subprogramme. *Care and Support in Schools* manages policies on the overall wellness of educators and learners, and develops and monitors policies and programmes promoting gender equity, non-racism, non-sexism, democratic values in education, and an understanding of human rights in public schools. The subprogramme had a staff complement of 36 and a total budget of R18 million in 2011/2012, of which 81.5% was used for compensation of employees. Activities include running several social cohesion projects in schools and communities, such as the training of teachers and district officials on the Bill of Responsibilities and the Nkosi Albert Luthuli national oral history competition each year. No approved baseline cuts over the MTEF period were made in the subprogramme.
- Grant Implementation, Monitoring and Reporting* manages and monitors the conditional grant transfers to provincial education departments. The subprogramme had a staff complement of 28 and a total budget of R5.1 billion in 2011/2012, of which 99.7% was used for the transfer to the national schools nutrition programme, the HIV and AIDS conditional grants to provincial education departments, the Dinaledi schools transfer, and the technical secondary schools conditional grant. In 2011/2012, R4.6 billion will have been used to feed 8 978 002 learners in quintile 1 to 3 primary and secondary schools on designated feeding days, as planned through the national school nutrition programme. Approved baseline cuts of R88.1 million over the MTEF period have been made to the Dinaledi schools grant (R1.3 million), the technical secondary schools recapitalisation grant (R2.7 million), the HIV and AIDS life skills education grant (R2.7 million), the national schools nutrition programme grant (R78.8 million) and the national schools nutrition programme's earmarked funds for oversight of the programme by the department (R2.7 million). These approved baseline cuts will be made on the administrative portions of these grants.
- Expenditure grew from R2.1 billion in 2008/2009 to R5.1 billion in 2011/2012, at an average annual rate of 34%. This was due to increased allocations to expand the national school nutrition programme conditional grant in line with government's overall anti-poverty strategy, as well as the introduction of the Dinaledi schools grant in 2011/2012 and the technical

secondary recapitalisation grant in 2010/2011. These measures explain the increase in transfers to provinces over the same period.

- The Dinaledi schools grant will provide assistance to the Dinaledi schools, which aim to increase the number and quality of maths and science passes in disadvantaged schools, while the technical secondary recapitalisation grant will improve facilities and equipment at these schools to help to address the skills shortage in South Africa.
- The expansion of the school nutrition programme to secondary schools began in 2009/2010, and resulted in an increase in compensation of employees due to the additional oversight required to monitor this grant. Over the medium term, expenditure is expected to increase to R6.1 billion in 2014/2015, at an average annual rate of 6.1%, as a result of an additional allocation to ensure that the same number of learners can continue to be fed the same quality meal despite the higher rate of food inflation. Expenditure in the *Partnerships in Education* and *Care and Support in Schools* subprogrammes fluctuates, depending on the number of projects and campaigns undertaken in each year. This is also the reason for the fluctuations in operating expenditure, agency and support/outsourced services, and consultants and professional services.
- Expenditure on the national school nutrition programme grew at an average annual rate of 33.4% from R1.9 billion in 2008/2009, when 6.1 million learners were fed a meal, to R4.6 billion in 2011/2012, when 8 978 002 learners in quintile 1 to 3 public primary and secondary schools were provided with healthy meals at school. Expanding the programme to quintile 3 secondary schools from April 2011 increased the number of learners provided with meals by about 900 000, which, together with the increased cost of food and gas, accounts for the R915.4 million increase in expenditure in 2011/2012. Over the medium term, expenditure in this programme is projected to grow to R5.5 billion, at an average annual rate of 6.1%. By 2014/2015, 9.3 million learners are expected to be fed a meal on each school day.
- R70 million was allocated for the Dinaledi schools grant when it was introduced in 2011/2012. Expenditure on this grant is projected to grow by 16.7% to R111.2 million over the medium term. This grant's objective is to increase the number and improve the quality of passes in mathematics and science. These funds will address textbook shortages by ensuring that, starting from 2012, each learner in Grades 8 to 12 at Dinaledi schools has seven textbooks. The grant also provides mobile science laboratories to 300 Dinaledi schools, mathematics kits for 500 Dinaledi schools, ICT laboratories in 300 Dinaledi schools, 50 computers in each of the 500 schools, and mathematics, physical science and English first additional language teaching and learning software to the 500 schools in 2011/2012. In addition, 2 000 teachers will be trained on content knowledge in mathematics, physical science and English first additional language. Throughout 2011/2012, principals in 90 Dinaledi schools that achieved a pass rate below 60% in the 2010 Grade 12 examinations will have been given additional support in managing their schools.

Part C: Links to other plans

5. Links to the long-term infrastructure and other capital plans

5.1. Accelerated Schools Infrastructure Delivery Initiative (ASIDI)

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

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

A four-pronged strategy has been established for rolling out ASIDI. The first two elements involve an engagement with provincial education departments to explore how they might reprioritise the targets of their provincial allocations to more effectively address the 3627 schools needing to be brought to basic safety functionality levels by 2014, and replace all inappropriate schools structures by 2014.

The third and fourth elements of ASIDI aim to replace all 395 entire mud schools that are situated in the Eastern Cape province by providing an additional conditional grant allocation of R4.93 billion, and upgrade schools to optimum functionality by means of alternative funding sources and forms.

5.2. Conditional grants

5.2.1. National School Nutrition Programme Conditional Grant

Purpose	To provide nutritious meals to targeted learners.
Performance indicator	Numbers of learners that are fed.
Continuation	The National School Nutrition Programme (NSNP) is a government programme for poverty alleviation, specifically initiated to uphold the rights of children to basic food and education. The Conditional Grant Framework enables the Department of Basic Education (DBE) to play an oversight role in the implementation of all the NSNP activities in schools
Motivation	To enhance learning capacity and improve access to education by ensuring that the programme continues in all quintile 1 to 3 primary schools and quintile 1 secondary schools on all school days. To also ensure that it is phased into quintile 2 and 3 secondary schools over the MTEF period.

5.2.2. HIV and AIDS (Life Skills Education) Conditional Grant

Purpose	To provide education and training for School Management Teams (SMTs), learners, educators and other school support staff to develop, implement and manage Life Skills education in line with the National Strategic Plan on HIV and AIDS, policies on HIV and AIDS, Curriculum and Assessment Policy, drug and substance abuse and gender equity policies.
Performance indicator	Awareness programmes for learners and their educators.
Continuation	The grant will be reviewed on an ongoing basis in response to the nature of the pandemic.
Motivation	To strengthen HIV and AIDS programmes in schools by reviewing current interventions and developing a new integrated and comprehensive programme over the MTEF period.

5.2.3. Technical Secondary School Recapitalisation Grant

Purpose	To recapitalise up to 200 technical schools to improve their capacity to contribute to skills development and training in the country.
Performance indicator	Functional institutions and effective programmes that contribute to skills development.
Continuation	The grant will end in the 2013/2014 financial year.
Motivation	After the 2013/2014 financial year the maintenance of the facilities will be the function of the provincial education departments.

5.2.4. Dinaledi Schools Conditional Grant

Purpose	To promote mathematics and physical science teaching and learning and improve teachers' content knowledge of mathematics and physical science.
Performance indicator	Learner performance in mathematics and physical science improves.
Continuation	The grant will end in the 2013/2014 financial year.
Motivation	The grant is set to achieve incremental targets/outputs over a period of three years, hence the continuation.

5.2.5. Education Infrastructure Conditional Grant to Provinces

Purpose	To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, address schools affected by disaster and enhance capacity to deliver infrastructure in education.
Performance indicator	Timely delivery of all planned infrastructure.
Continuation	Backlogs should be dealt with by 2013/2014 financial year.
Motivation	The grant has been awarded to ensure that all schools reach basic functionality levels in terms of the Guidelines for Planning for School Infrastructure

5.2.6. School Infrastructure Backlogs Grant

Purpose	To eradicate inappropriate school infrastructure and make provision for water, sanitation and electricity at schools.
Performance indicator	Eradication and replacement of 395 mud schools, 1 307 schools provided with water, sanitation provided to 536 schools and 1 434 schools electrified.
Continuation	The grant has been awarded for three years.
Motivation	The grant has been awarded to ensure that all schools reach basic functionality levels in terms of the Norms and Standards for School Infrastructure.

5.3. Public Entities

Name of public entity	Mandate	Outputs	Current annual budget (R'000)
ELRC	To strive towards continuous maintenance and promotion of labour peace and contribute towards the transformation and development of a quality South African Public Education Sector.	Perform dispute resolution functions; conclude and enforce collective agreements; conclude, supervise, enforce and administer agreements.	65 861
SACE	To regulate, protect and promote the teaching profession.	Register professionally qualified educators; develop the profession and promote standards of professional ethics.	54 720 (not yet approved)
uMalusi	The Council is the quality council for general and further education and training as contemplated in the National Qualifications Framework Act and has the functions contemplated in section 28 of that Act.	Promote quality and internationally comparative standards in GFET; maintain and improve educational standards through development and evaluation of qualifications and curriculum; quality assurance of assessment, and provision of education, training and assessment; continually develop in-depth knowledge and expertise in mandated areas through rigorous research; report on the quality of education and training within the mandate; issue appropriate and credible certificates of learner achievement in terms of specific qualifications and subjects on the GFET Framework of Qualifications; provide reliable and credible leadership and guidance in standard setting and quality assurance.	92 952

5.4. Public-private partnerships

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

Part D: Annexures

6. Annexure I : Updates in the Department of Basic Education Strategic Plan 2011 to 2014

The information in the following tables have been revised:

6.1 Revisions in Programme 1: Administration

Strategic Objective 1.1	Improve the capacity of the Department of Basic Education (Development).
Objective statement	To ensure the provision of suitable human resource capacity to support a high performing organization.
Baseline	A comprehensive human resource plan is in place since 2010.
Justification	To build the required capacity in the department in order to support the objectives of the department.
Links	This objective links with the national HRD strategy and the New Growth Path

Strategic Objective 1.2	Strengthen partnerships with all stakeholders, resulting in education becoming a national priority.
Objective statement	To ensure that the basic education sector and the country benefit from targeted support to education development.
Baseline	Number of cooperation agreements not available.
Justification	Donor support and partnerships are critical to improving our capacity to deliver quality basic education.
Links	This is critical for improving the overall quality of teaching and learning and improving the quality of basic education across the country.

Strategic Objective 1.3	Improve the capacity of the Department of Basic Education (Delivery).
Objective statement	To improve inter-governmental planning, communication, education policy and legislation development.
Baseline	No existing baseline available for the DBE.
Justification	Improving coordination, oversight and support is critical to ensuring that provincial capacity is of comparable quality across all provinces.
Links	This is critical for improving the overall quality of teaching and learning and improving the quality of basic education across the country.

6.2 Revisions in Programme 2: Curriculum Policy, Support and Monitoring

Strategic Objective 2.1	Improve teacher capacity and practices (e-Education)
Objective statement	To increase the availability of e-Education learning and teaching resources amongst teachers.
Baseline	The current availability of baseline information on e-Education resources, and capacity to make use of the resources that exist, are severely limited.
Justification	Substantial expansion of e-Education, in particular amongst the most disadvantaged, depends to a large degree on the buy-in to new technologies and educational media amongst teachers.
Links	Computer literacy, which is a natural outcome of e-Education, is known to have large positive knock-on effects in terms of economic development and employment.

Strategic Objective 2.2	Improve teacher capacity and practices (Curriculum)
Objective statement	To bring about stability and coherence with respect to the national school curriculum.
Baseline	The Curriculum Assessment Policy Statements (CAPS) will be implemented from 2012.
Justification	Curriculum stability and coherence are vital as a basis for qualitative improvements in schools, after years of curriculum uncertainty.
Links	Intensive collaboration with teacher training institutions and materials developers is necessary for the curriculum reforms to be successfully implemented.

Strategic Objective 2.3	Improve teacher capacity and practices. (FET)
Objective statement	To pay special attention to improvements in mathematics, physical science and technical subjects.
Baseline	The number of Grade 12 learners passing Mathematics in 2010: 136 000. The number of Grade 12 learners passing Physical Science in 2010: 130 000. Baseline on Technical Subjects to be updated.
Justification	These subjects are known to be vital for economic development.
Links	The Department of Basic Education and the Department of Higher Education and Training have a shared responsibility.

