



**DEPARTMENT OF BASIC EDUCATION**  
**ANNUAL PERFORMANCE PLAN**  
**2022/2023**



**basic education**  
 Department:  
 Basic Education  
 REPUBLIC OF SOUTH AFRICA





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## List of Acronyms

4IR	4th Industrial Revolution
AIDS	Acquired Immune Deficiency Syndrome
ANA	Annual National Assessments
APP	Annual Performance Plan
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
ATPs	Annual Teaching Plans
BAS	Basic Accounting System
BBBEE	Broad-Based Black Economic Empowerment
BELA	Basic Education Laws Amendment
BPF	Budget Prioritisation Framework
C/LPID	Children/Learners with Profound Intellectual Disability
C/LSPID	Children/Learners with Severe to Profound Intellectual Disabilities
CAPS	Curriculum and Assessment Policy Statements
CEM	Council of Education Ministers
CETA	Common Element Treatment Approach
CFO	Chief Financial Officer
CPTD	Continuous Professional Teacher Development
CSE	Comprehensive Sexuality Education
CSTL	Care and Support for Teaching and Learning
DBE	Department of Basic Education
DCDT	Department of Communications and Digital Technologies
DDD	Data-Driven Districts
DDG	Deputy Director-General
DDM	District Development Model
DEAFSA	Deaf Federation of South Africa
DHET	Department of Higher Education and Training
DOH	Department of Health
DPME	Department of Planning, Monitoring and Evaluation
DPSA	Department of Public Service and Administration
DSD	Department of Social Development
DTDCs	District Teacher Development Centres
EAP	Employee Assistance Programme
ECD	Early Childhood Development
EFAL	English First Additional Language
EGRA	Early Grade Reading Assessment
EGRS	Early Grade Reading Study
EIG	Education Infrastructure Grant
ELNA	Early Learning National Assessment
EMIS	Education Management Information Systems
EMS:PMDS	Education Management Service: Performance Management and Development System
eQPRS	electronic Quarterly Performance Reporting System
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
FET	Further Education and Training
FOSAD	Forum of South African Directors-General
GEC	General Education Certificate
GEM/BEM	Girls Education Movement and Boys Education Movement
GENFETQA	General and Further Education and Training Quality Assurance
GET	General Education and Training

GHS	General Household Survey
GITO	Government Information Technology Officer
GRP4ECE	Gender Responsive Pedagogy Toolkit for Early Childhood Education
GRPBMEAF	Gender Responsive Planning, Budgeting, Monitoring, Evaluation and Auditing Framework
GTAC	Government Technical Advisory Centre
HEDCOM	Heads of Education Departments Committee
HIV	Human Immunodeficiency Virus
HR	Human Resources
HRD	Human Resource Development
IAs	Implementing Agents
ICT	Information Communication Technology
IIAL	Incremental Introduction of African Languages
ISHP	Integrated School Health Programme
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development
ITE	Initial Teacher Education
LoLT	Language of Learning and Teaching
LSAs	Learner Support Agents
LSEN	Learners with Special Educational Needs
LTSM	Learning and Teaching Support Materials
LURITS	Learner Unit Record Information and Tracking System
MECs	Members of the Executive Council
MM	Ministerial Management
MMS	Middle Management Service
MoU	Memorandum of Understanding
MST	Mathematics, Science and Technology
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NCF	National Curriculum Framework
NCS	National Curriculum Statements
NDP	National Development Plan
NECT	National Education Collaboration Trust
NEEDU	National Education Evaluation and Development Unit
NEET	Not in Education, Employment, or Training
NEIMS	National Education Infrastructure Management System
NEPA	National Education Policy Act
NGOs	Non-Governmental Organisations
NICPD	National Institute for Curriculum and Professional Development
NIDS	National Income Dynamics Study
NIDS-CRAM	National Income Dynamics Study Coronavirus Rapid Mobile Survey
NLTP	National Learner Transport Programme
NOBSA	National Organisation of the Blind
NPPPR	National Policy Pertaining to the Programme and Promotion Requirements
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSLA	National Strategy for Learner Attainment
NSNP	National School Nutrition Programme
NSSF	National School Safety Framework
NT	National Treasury
PC	Practical Completion

PDP	Personal Development Plan
PEDs	Provincial Education Departments
PERSAL	Personnel and Salary System
PFMA	Public Finance Management Act
PGCE	Post Graduate Certificate in Education
PIRLS	Progress in International Reading Literacy Study
PMDS	Performance Management and Development Scheme
POPI	Policy and Protection of Personal Information
PPP	Public-Private Partnerships
PTDIs	Provincial Teachers Development Institutes
QLTC	Quality Teaching and Learning Campaign
QMS	Quality Management System
RCME	Research Coordination, Monitoring and Evaluation
REQV	Relative Education Qualification Value
RFSPAPP	Revised Framework for Strategic Plans and Annual Performance Plans
RPL	Recognition of Prior Learning
SACE	South African Council of Educators
SAFE	Sanitation Appropriate for Education
SASA	South African Schools Act
SA-SAMS	South African School Administration and Management System
SASCE	South African School Choral Eisteddfod
SC	Senior Certificate
SCMP	Second Chance Matric Programme
SDG	Sustainable Development Goals
SEACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SEIAS	Socio-Economic Impact Assessment System
SGBs	School Governing Bodies
SIAS	Screening, Identification, Assessment and Support
SID	Severe Intellectual Disability
SITA	State Information Technology Agency
SMS	School Management Survey
SMS	Senior Management Services
SMTs	School Management Teams
SOIs	Standardised Output Indicators
SoNA	State of the Nation Address
SPCHD	Social Protection, Community and Human Development
SRM	School Readiness Monitoring
Stats SA	Statistics South Africa
STIs	Sexually Transmitted Infections
TB	Tuberculosis
TIDs	Technical Indicator Descriptions
TIMSS	Trends in International Mathematics and Science Study
TRC	Truth and Reconciliation Commission
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
WSE	Whole School Evaluation

## Executive Authority Statement

The Department develops the 2022/23 Annual Performance Plan in the context of the COVID-19 pandemic. The impact of COVID-19 on the instruction and learning has been devastating for parents, learners, communities, teachers and staff. Though this challenge exists, the sector is determined to always manage adverse effects. The unprecedented learning losses reported across the system since the emergence of the COVID-19 pandemic, through unpredicted closures of our schools and the unplanned disruptions to teaching and learning, has resulted in the reversal of the teaching and learning gains made in the last 20 years.

All efforts are aimed at achieving the objectives of Chapter 9 of the National Development Plan, which is improving education, training and innovation. This will be enabled by improving human capacity, school management, district support, infrastructure and results-oriented mutual accountability between schools and communities. This plan implements the fourth year of the five-year Medium-Term Strategic Framework (MTSF) and commitments are still resolute on achieving Priority 3, that is Education, Skills and Health through the following outcomes:

- a) Improved school-readiness of children;
- b) 10-year-old learners enrolled in publicly funded schools read for meaning;
- c) Youths better prepared for further studies and the world of work beyond grade 9;
- d) Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa; and
- e) School physical infrastructure and environment that inspires learners to learn and teachers to teach.

Our immediate task is to double down on our focus on sector priorities that flow from the broader government priorities. With the ravages of COVID-19, the Department will continue to re-emphasise its focus on the six (6) priorities of the Sixth Administration that include:

- a) Improving foundational skills of Numeracy and Literacy, especially reading, which should be underpinned by a Reading Revolution;
- b) Immediate implementation of a curriculum with skills and competencies for a changing world in all public schools (Three-Stream Curriculum Model, Fourth Industrial Revolution, Entrepreneurship, Focus Schools, etc.);
- c) Deal decisively with quality and efficiency through the implementation of standardised assessments to reduce failure, repetition, and dropout rates; and introduce multiple qualifications, such as the General Education Certificate before the Grade 12 exit qualification;
- d) Urgent implementation of two years of Early Childhood Development (ECD) before Grade 1, and the migration of the responsibility for the Department of 0-4-year-olds from the Department of Social Development to the Department of Basic Education;
- e) Complete an integrated Infrastructure Development Plan, informed by infrastructure delivery; and regular maintenance, which is resourced; and
- f) Work with the Departments of Sport and Recreation, Arts and Culture, Health, and the South African Police Services to teach and promote Social Cohesion, Health, Psycho-social and School Safety.

Following the Cabinet approval of changes to adjusted alert Level 1 COVID-19 Regulations on 31st January 2022, in terms of that decision, primary, secondary and special schools were allowed to return to full daily attendance; and the regulatory provision for social distancing of one (1) metre for learners in schools, was removed. This meant that, the rotational time-tabling that has been applied since June 2020, has now come to an end. The Council of Education Ministers (CEM) met and agreed that full-time attendance starts as of Monday, 07 February 2022. The CEM has considered the state of readiness for the full return of learners and remained confident that schools were ready for the new normal. In preparation for the return of all schools to daily attendance, provinces made preparation around the following important areas: communicating with parents and other stakeholders about the return; adjustment of the school timetables and duty-loads; adjustment of the school assessment programmes; safety from COVID-19 infections; non-pharmaceutical preventions; accelerated delivery of Infrastructure, Water and Sanitation; continued provision of Learner Transportation; continued provision of School nutrition; intensified Monitoring and Evaluation oversight and curriculum Recovery Plans.



We have finally achieved full attendance. We have withstood the terrible psycho-social effects of the pandemic. We have instituted safety and health protocols and awareness at school, district and provincial level. We have been able to keep schools open unlike many other countries. Rotational timetables had to be implemented, emergency arrangements, Annual Teaching Plans were developed, assessments changed to respond to the pandemic. All of these were confronted head on in our system, in addition to the toll brought on the many parents, teachers, and community members who were affected by the worst of the pandemic. The return to normal time-tabling, will assist the sector to intensify its implementation of the curriculum recovery plan. The learning losses incurred in the past two years, are indisputably devastating. At the Basic Education Lekgotla held from 26-28 January 2022, it was resolved that the sector will be rebooted, recalibrated and repositioned to withstand the debilitating impact of COVID-19, and any other pandemic and/or life-threatening challenges schooling may face.

The commitment to improving learner performance remains intact with the support from the national supplementary remote learning campaigns. The WOZA Matrics 2021 Catch-Up Programme and the Tswelopele Campaign, as established in collaboration with the National Education Collaboration Trust (NECT), have been developed to support learners in matric and learners in the General Education and Training (GET) band from Grades R to 9, with supplementary support content to catch-up on learning losses. These campaigns, provide digital and non-digital learning resources; and they are provided in partnership with a range of content providers through the DBE-TV on Open-View Channel 122, SABC 1 and MultiChoice DStv Catch-Up, YouTube channels, as well as digital and mobile chat platforms to support learning.

Building on the increased efficiencies we have seen in recent years, the Department will continue to motivate learners to stay in school until they obtain a matric pass and the necessary qualifications to compete in the labour market. Learners should be equipped with entrepreneurial skills that encourage job creation responding to education skills transfer for the future. The emphasis will be on improving learners' skills in Information Communication Technology (ICT), Financial and Scientific Literacy, along with critical thinking in problem-solving; creativity; communication; and collaboration. The sector will be focussing on a curriculum response to skills; the preparation of teachers for curriculum digitisation; teaching and learning methodology change and the integration of ICT skills in the Three Stream Model. Teachers are the strength of the Department and must strive to capacitate educators in soft skills and curriculum support in collaboration and inclusivity with education partners and stakeholders.

Future careers require people with digital skills that will equip and enable them to function effectively in a digital era. The continued implementation on the teaching of Coding and Robotics will equip and expose learners to digital literacy, virtual reality, augmented reality, machine learning, artificial intelligence and the Internet of Things. The Sector notes that the future requires individuals who will be able to build robots and other sophisticated machines and to develop algorithms to code these machines. The Sector intends making strides to prepare learners for this changing world, therefore, the pilot of the draft Coding and Robotics Curriculum Grade R-3 and 7 during the third term of the 2021 academic year is a critical milestone towards this reality. The full-scale implementation for these grades is planned for the 2023 academic year. The Coding and Robotics pilot for Grades 4-6 and for Grades 8 is planned for 2022 and will be followed by a Grade 9 pilot in 2023. The full-scale implementation for Grades 4-6 and Grade 8 is planned for 2024, and Grade 9 in 2025. As Coding and Robotics is a new initiative, the focus will be on the upskilling of teachers to be trained to teach this new subject in collaboration with Higher Education Institutions.

The sector is faced with the challenge that too many South African children are unable to read for meaning. Poor reading proficiency impacts negatively on learning in the Foundation Phase and beyond. The Early Grade Reading Improvement Programme amongst several literacy initiatives led by the Department of Basic Education (DBE) will continue to be implemented in a collaboration with sector partners to address reading challenges. The country will continue to work with partners such as the Hempel Foundation and United Nations International Children's Emergency Fund (UNICEF) in their undertaking to reach children in need who live in rural poverty without access to quality education, particularly primary school-aged children to improve reading and literacy skills. The relationship will be maintained as this constitutes work informed by the Early Grade Reading Study, as part of the DBE efforts to create evidence-based interventions in learning and instruction through collaboration between national and provincial government as well as local and international donors. Numeracy programmes will also form the basis for our work in the foundation phases, in relation to school readiness and success.

During the 2021 State of the Nation Address, His Excellency President Cyril Ramaphosa announced that the responsibility of leading and coordinating the Early Childhood Development (ECD) sector will shift from the Department of Social Development to the Department of Basic Education (DBE). The Department has realised great progress on the function shift of this task and the Childhood Development Census has been undertaken. However, the responsibility of ECD is an integrated service, with the Departments of Basic Education, Social Development, Health and Cooperative Governance playing a key role in delivery. In addition, Non-Government Organisation (NGO) networks, ECD Forums, Ward Councillors and ECD Coordinators will all play a critical role in assisting with identifying ECD programmes and advocating for the Census. The Department will harness this relationship to deliver on the Early Childhood Development function.

The Presidential Youth Employment Initiative (PYEI) is part of the Presidential Employment Stimulus (PES), seeking to mitigate the devastating economic challenges brought about by the COVID-19 pandemic. Phase I of the Presidential Employment Stimulus (PES) was successfully implemented from 1 December 2020 until 31 April 2021, with approximately 300 000 young people participating. The Initiative also aims to provide a protective net for learners at risk of dropping out of school, due to psychosocial challenges. For Phase II of the Basic Education Employment Initiative (BEEI), the Department will provide 287 000 unemployed youth with placement and training opportunities within the education sector for the posts of approximately 192 000 Education Assistants and 95 000 General School Assistants. Young people recruited for Phase II of the BEEI can expect to receive training in the following areas: Education Assistant – Curriculum; Education Assistant - ICT/e-Cadres; Education Assistant - Reading Champions; General School Assistant - Child and Youth Care Worker; General School Assistant - Handyman (no matric required); and General School Assistant – Sports and Enrichment Agent (no matric required).

The DBE in partnership with the Department of Health (DOH) embarked on a vaccine rollout for educators in 2021. A total of 517 271 (89%) of 581 831 targeted educators were vaccinated.

Since its outbreak two years ago, the COVID-19 pandemic has disrupted education systems globally, affecting the most vulnerable learners the hardest. It has increased inequalities and exacerbated a pre-existing education crisis. Enrolment in the first quarter of 2021 was around 50 000 (0.4%) lower than expected. The problem concentrated in lower grades. 54% of contact time was lost in 2020 due to closures and rotations. In the second half of 2021, 22% of contact time lost due to rotations and regular absenteeism. These averages hide huge inequalities across grades and schools. In historically disadvantaged schools, around 70% of a year's worth of learning was lost in 2020. For every day of schooling lost, around 1.3 days of learning are lost. The heavy lifting in ensuring the success of the development program to improve the situation of the youngest children in our communities which will focus on better decisions, improved systems, improved capacity, effectiveness and performance so as to improve their learning outcomes.

The Department continues its commitment to increasing the number of schools that reach minimum physical infrastructure norms and standards. The DBE and Provincial Education Departments (PEDs), are making strides in efforts to replace pit latrines with appropriate sanitation facilities for schools across the country. The Sanitation Appropriate for Education (SAFE) Initiative was launched in August 2018 to accelerate the provision of sanitation facilities in identified schools. The original number of schools reported by PEDs as dependent on basic pit toilets was 3 898. There were several changes since the start of the programme, mostly due to the rationalisation of schools and site assessments that confirmed appropriate sanitation. The current scope of work on SAFE is 2 753 schools. The Department will step up the monitoring of the projects to ensure that they are completed on time, to specifications and on budget. In the coming year, the use of space and infrastructure has been highlighted during the pandemic.

The sector is making contributions to curb the resurgence of Gender-Based Violence. In these efforts of dealing with Gender-Based Violence prevalence, the Department has introduced a Master Training on the Gender Responsive Pedagogy Toolkit for Early Childhood Education (GRP4ECE) to promote gender equality. This ground-breaking training ushers in a new era of gender sensitivity that will shift boundaries of learning and knowledge towards non-sexism and non-racialism in our classrooms. The Department has a role of developing gender-sensitive learners between the ages of three to seven years through a play-based blended approach. The trainers who attended these workshops have an important post-training responsibility to ensure that training is rolled out to the various districts and schools to ensure that ECD and Grade R educators are empowered to implement the GRP4ECE. This will, in turn, address gender inequalities and Gender-Based Violence in the early development years.

The 7th Basic Education Sector Lekgotla under the theme – *“Equipping learners with knowledge and skills for a changing world in the context of COVID-19”*; has further sought to reaffirm the position of the DBE through critical focus areas of delivery that were discussed and recommended as followings:

#### **Curriculum and Assessment:**

- In order to equip learners with 21st century skills, and facilitate a more efficient transition from school to work, the Department must embark on a curriculum strengthening process. The strengthened curriculum must explicitly state the knowledge, skills and competencies to be achieved; and
- In addition, to realising the vision of equipping learners with the 21st-century knowledge, skills and competencies, the DBE must set the minimum standards for teacher competencies, and ensure that Higher Education Institutions (HEIs) adopt and comply with the standards.

#### **Teacher Preparation, Professionalism and Well-Being:**

- The DBE, in consultation with its stakeholders and partners, should strengthen measures for the recruitment of new entrants into the teaching profession in agreement with the Basic Education Lekgotla recommendations. A national induction programme should be launched in 2022 to strengthen support for new teachers. Furthermore, a national protocol to guide schools in pursuit of providing quality psycho-social support for teachers should be put in place;
- A national guideline to increase school-based professional development, including Professional Learning Communities (PLCs), must be developed. The Department should recognise the need for a systematic prioritisation of Foundation Phase and grades with the least learning time during the 2020, 2021 academic years. Therefore, a dedicated support plan should be developed to address learning losses; and
- The DBE should lobby entities, such as the ETDP-SETA, the SACE, and the Department of Higher Education and Training to commit to taking forward our respective mandates pertaining to Teacher Development Summit resolutions, and engagements with relevant Committees on initial teacher education and development issues that have also come up from this Lekgotla.

#### **Information Communication Technology (ICT), Digitisation, e-Education Management, Distance Learning and Online Schools:**

- The COVID-19 pandemic has dictated a review on how business is conducted and improve the teaching methods, thereby looking at the development of educators on skills that will be necessary for these improvements. Therefore, it is critical to strengthen coordination of Teacher Development Programmes, including working with Higher Education Institutions to develop both in-service professional development programmes and initial teacher development programmes, which would address the new needs. This should include ICT skills, vocational skills, technical skills, engineering skills, etc;
- It is noted that the current workforce replaced, but can redirect their skills and competencies. Teacher development should be a priority moving forward to equip learners with the skills of the 21st century. Action plans with timeframes should be put in place to indicate to achieved these plans in the next three years;
- The Department should strive to put a laptop in every teacher’s hands in the next five years. In order to broaden access to learning and development, online programmes should also be availed in the South African Sign Language. To ensure the sustainability of e-Education delivery, dedicated ICT support should be available to all schools. All future infrastructure plans should have in-built ICT requirements. Schools should be guided on how to use norms and standards to procure ICT resources; and
- Together with ICT companies, we must increase connectivity in schools. However, as a Department, we cannot do this alone. Partnership with relevant Government departments is crucial. Broadband must be strengthened to accommodate all schools to benefit from ICT connectivity. We also should finalise the framework on online schooling.

### Care and Support for Teaching and Learning (CSTL):

- The Department should recognise that Care and Support for Teaching and Learning (CSTL) Conceptual Framework, is becoming outdated, and unfairly focuses only on learners. To address this, we must commit that the CSTL Conceptual Framework should be revised to incorporate contemporary realities and situate the care and support needs of educators. A final revised conceptual framework should be in place;
- The HIV and AIDS Lifeskills Conditional Grant Framework should be revised to maximise its benefit for a broader care and support agenda, by including structural interventions that support learner health and wellbeing – such as learner social support programmes, including safety and sport; and
- More intervention and support programmes are biased towards the girl child and the vulnerability of adolescent boys and young men. In acknowledging this, we should produce a dedicated programme for adolescent boys and young men, and coordinate custodians and stakeholders in the men’s and boys’ sector to support the Basic Education Sector in determining focus areas or approaches for adolescent boys and young men.

### Foundations for Learning:

- The migration of ECD, which is set to happen from 01 April of 2022/23, provides an opportunity to craft and implement innovative strategies to strengthen foundational learning, looking at the continuum from birth to early grades;
- A national plan on strengthening Foundations for Learning is required. An inclusive reference group will be set up in this regard. The reference group will be tasked with developing a plan that will look at all the cross-cutting issues in foundational learning, with a focus on the provision of access to quality learning opportunities in early years and early grades, including strengthening family support for early literacy and numeracy; and
- The DBE is required to implement a systems approach to strengthening foundational learning, by determining quality indicators at all levels, building capacity, and strengthening governance structures and funding arrangements.

This plan as well as the implementation of the above Basic Education Lekgotla recommendations, can only be achieved through efforts of the strategic partners, organised labour, School Governing Body associations, NECT, local and international civil society organisations, Corporate SA and the Department’s entities Umalusi and South African Council of Educators (SACE). The support and leadership role played by the Deputy Minister, all Members of the Executive Council (MECs) and Heads of Departments is always critical to realise the aspirations of the Basic Education Sector.

The highlight of 2021, despite the pandemic has been the successful administration of the National Senior certificate. The overall performance of the Class of 2021 is at 76.4%. Thus, a total of 537 687 of the 704 021 candidates who wrote the November 2021 National Senior Certificate (NSC) examination passed. This performance shows a 0.2% improvement from the 76.2% overall performance achieved by the Class of 2020.

Lastly, I wish to thank all role players in the sector from Members of Executive Council, Heads of Education Departments, Senior Management, Educators and Officials at all levels for their contributions and continued implementation of the Education Priorities.



Executive Authority of Basic Education

## Accounting Officer Statement

The 2022/23 Annual Performance Plan (APP) of the Department is informed by the National Development Plan (NDP) 2030, the 2019-2024 Medium-Term Strategic Framework (MTSF), the *Action Plan to 2024: Towards the Realisation of Schooling 2030* and 2020/21-2024/25 five-year Strategic Plan. Although this APP is tabled in a context of tight fiscal constraints, efficiency and consolidation remain our watchwords in rebuilding our system.

The Department of Basic Education (DBE) considered the following priorities and factors during planning for the 2022/23 planning cycle and specifically the 2022/23 APP:

- The Revised 2019-2024 MTSF, which sets out priorities to 2023/24, including those relating to women, youth and persons with disabilities;
- The 2022 Budget Prioritisation Framework (BPF) and the related National Annual Strategic Plan (NASP) for the 2022/23 financial year;
- The Economic Reconstruction and Recovery Plan; and
- Planned Infrastructure projects and the outcomes to which the DBE will contribute.

The National Annual Strategic Plan identifies the priorities of government for the year ahead. The NASP is a mechanism contributing to improving the implementation of the MTSF. Below are the four (4) critical areas for Priority 3 which need to be noted as Cabinet approved issues to communicate in accounting for performance in the public domain for the 2022/23 financial year. The four (4) interventions will receive priority whilst the other interventions of the MTSF will continue in the meantime to achieve the outcomes in 2024. These are not new areas of planning or reporting, rather, they are intended to deepen existing plans and implementation priorities. The four (4) critical interventions of Priority 3 identified in the NASP for 2022/23 are as follows:

- a) Expand access to pre-schooling and improve readiness;
- b) Accelerate implementation of Systemic Evaluation;
- c) Support teacher training for the three-stream model; and
- d) Improve school infrastructure through Accelerated Schools Infrastructure Delivery Initiative (ASIDI) and Sanitation Appropriate for Education (SAFE).

The Department will continue to focus on the MTSF outcomes, through its organisational strategic outcomes and delivery areas. During the development of the 5-year Strategic Plan 2020/21-2024/25, the Department developed outcomes that it will achieve to contribute to the impact statement:

**DBE Outcome 1:** Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.

Strategic Delivery Areas for Outcome 1:

- Policies relating to curriculum adapted to deal with emerging priorities, including those relating to early childhood development, inclusive education, twenty-first-century skills, support and monitoring of learning outcomes.
- Policies relating to infrastructure adapted to deal with emerging priorities, including those relating to basic services and the replacement of inappropriate structures.

- Policies relating to care and support services adapted to deal with emerging priorities, including those relating to school nutrition, school safety, social cohesion, and learner health and wellness.

The output indicators contributing to this outcome cover the ECD function shift to the DBE; school infrastructure; monitoring the Curriculum and Assessment Policy Statements (CAPS); and implementation of the curriculum focusing on knowledge and skills for a changing world.

In support of expanded Early Childhood Development (ECD), a total of 1 752 ECD Practitioners were trained on the implementation of the National Curriculum Framework (NCF). On the implementation of two (2) years of compulsory ECD and the function shift of the entire ECD function from the Department of Social Development (DSD) to the Department of Basic Education (DBE), the sector is on course.

During the 2020/21 financial year, the Government Technical Advisory Centre (GTAC) worked with the DBE and the DSD to conclude the Diagnostic Report on ECD, and validated the analysis with all provinces. This provides support to ensure a smooth and seamless function shift of the ECD delivery. The proclamations have been translated into 11 languages. A Memorandum of Understanding (MoU) was drafted to regulate the transition period in 2021 and both Departments are in agreement on the contents of the MoU. The final diagnostic report on the current funding model for ECD has been approved.

Early Learning National Assessment (ELNA) instruments were finalised, versioned into all official languages and quality assured for use in assessing learning progress in the sector.

The Minister gazetted the draft CAPS for Coding and Robotics Grades R-9 for Public Comment on 19 March 2021. In the new financial year, 18 schools (two (2) per province) will be monitored for piloting the coding and robotics curriculum.

In 2022/23, 18 technical schools will be monitored for implementation of Curriculum and Assessment Policy Statements (CAPS). 50 000 learners will be targeted for obtaining subject passes towards a National Senior Certificate (NSC) or extended Senior Certificate, including upgraded NSC per year. 3 927 Children/ Learners with Profound Intellectual Disability (C/LPID) are expected to be using the Learning Programme for C/LPID. A total of eight (8) districts will be monitored on implementation of the National Curriculum Statement (NCS) for Grades 10-12. Nationally, 180 schools, that is 20 per province, will be monitored for implementing compulsory entrepreneurship education.

On infrastructure, 30 new schools will be built and completed through the Accelerated Schools Infrastructure Delivery Initiative (ASIDI), and 450 schools will be provided with sanitation facilities through ASIDI and the Presidential Sanitation Appropriate for Education (SAFE) initiative.

To support and strengthen the provision of school meals, the DBE will monitor 125 schools. In addition, 75 districts will be monitored and supported in the implementation of the National School Safety Framework (NSSF), social cohesion, sport and enrichment programmes. In total, 3 500 learners, educators, parents, School Governing Body Association members and other education stakeholders are targeted to be reached through social cohesion programmes, and 900 professionals will be trained on the South African School Choral Eisteddfod (SASCE) programmes.

**DBE Outcome 2:** Improved information and other systems which enable transformation and an efficient and accountable sector.

Strategic Delivery Areas for Outcome 2:

- Efficient administration, planning and Human Resource (HR) systems developed to deal with, and support emerging priorities, of the National Department.
- Governance systems adapted to support emerging priorities relating to teacher placement and accountability of schools.
- Administration, assessment and examination systems adapted to deal with and support emerging priorities such as school completion, learning outcomes and the accountability of schools.

This outcome deals with the systemic reform programmes. The indicators which contribute to this output include assessments to measure learning outcomes and monitor trends in learner achievement in international tests in Mathematics, Science and Reading.

During 2022/23, 14 capacity-building programmes will be offered to the DBE officials. Based on a sample of 1 000 schools, it is estimated that 70% of School Governing Bodies (SGBs) will meet the minimum criteria in terms of effectiveness and that 100% of these 1 000 sampled schools will produce the minimum set of management documents at a required standard.

A total of 11 800 Funza Lushaka bursaries will be awarded to students enrolled for Initial Teacher Education. 500 General Education and Training (GET) Test items will be developed in Language and Mathematics for Grades 3, 6 and 9, and 320 question papers will be set for June and November examinations. The Department will produce a National Report on learning outcomes linked to the National Assessment Framework. It is envisaged that 98% of public schools will be using the South African School Administration Systems (SA-SAMs).

**DBE Outcome 3:** Improved knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery.

Strategic Delivery Areas for Outcome 3:

- Monitored schools to support multi-grade, reading and language acquisition.
- Promoted educator conditions of service and support rendered in teacher training, development and assessments.

This outcome mainly pertains to areas directly involved with instruction and learning. The DBE has consolidated and published a research repository on the DBE website, which contains sector-specific research commissioned and conducted within the DBE. Research topics are grouped into themes. The research repository will be updated with emerging topics.

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

The DBE will monitor 18 schools respectively on the implementation of reading norms, the implementation of the Incremental Introduction to African Languages (IIAL), and the implementation of the Early Grade Reading Assessment (EGRA). A total of 32 schools with Multi-grade classes will be monitored for implementing the Multi-grade toolkit. The DBE will produce annual sector reports on the implementation of the National Reading Plan, and the availability of readers in public schools.

**DBE Outcome 4:** Advanced development of innovative and high-quality educational materials.

Strategic Delivery Areas for Outcome 4:

- Learning and teaching support materials developed through the use of evidence and emerging technologies

Quality reading material, if used effectively, can enhance the effectiveness of teachers in the classroom. The Department will continue to provide support to learners and teachers to enhance learning outcomes, through the DBE workbooks for Grades R-9. The Department plans to print and deliver an estimated 58 million workbooks for learners in grades R to 9 for the 2022 academic year.

During 2022/23, three (3) schools per province, 27 in total, will be monitored for utilisation of Information Communication Technology (ICT) resources. The DBE will monitor ten (10) schools for home languages in which Literacy Grades 1-3 Lesson Plans have been developed for terms 1 to 4. 70 special schools are targeted to have access to electronic devices.

**DBE Outcome 5:** Enhanced strategic interventions to assist and develop provincial education systems.

Strategic Delivery Areas for Outcome 5:

- Monitored stakeholder relationship in districts to advance national priorities and the attainment of sector-wide goals such as mentorship, development and support of officials at district level.
- Monitored interventions in provinces to advance national priorities and the attainment of sector-wide goals.
- Monitored interventions in districts to advance national priorities and the attainment of sector-wide goals such as mentorship, development and support of officials at district level.

The DBE provides oversight, monitoring and support to the PEDs. In this regard, monitoring systems have been put in place for the sector to track priority areas. The Standardised Output Indicators (SOIs) have been developed in consultation with the Provincial Education Departments to ensure uniformity in the sector and to align to Government priorities, namely the Medium-Term Strategic Framework (MTSF). The DBE will continue to ensure uniformity in the sector in terms of tracking the priorities.

The DBE will compile annual sector reports on the number of teachers trained on inclusion; the number of learners in public special schools; the percentage of public special schools serving as resource centres; and the establishment of Focus Schools per PED. Provinces will be monitored on both the implementation of the Quality Management System (QMS) for school-based educators, and implementation of Education Management Service: Performance Management and Development System (EMS:PMDS). It is envisaged that at least 60 officials from districts that achieved below the national benchmark in the NSC, will participate in a mentoring programme in 2022/23. 97% of District Directors will undergo competency assessment before their appointment. 1 000 underperforming schools will be visited at least twice a year by sector officials. Teacher development will be conducted as per the district improvement plan in 65 districts.

Three (3) Forums of District Directors with the Minister will be held over the financial year to ensure effective implementation of policy mandates and improved outcomes. District Directors are a central pillar to the performance of the system. The strategies discussed at these meetings are yielding positive results.



**DBE Outcome 6:** Improved communication of information and partnerships with stakeholders.

Strategic Delivery Areas for Outcome 6:

- Monitored stakeholder relationship in districts to advance national priorities and the attainment of sector-wide goals such as mentorship, development and support of officials at district level

The DBE holds stakeholder engagements with different partners. The silver lining of advantages of the devastating COVID-19 pandemic, has been the innovations and efficiency in technology and business processes as well as strengthened communication and collaboration with education stakeholders and partners. In this regard, in addition to using the sector structures to consult, share information and seek insights, the Ministry and Department will continue to actively engage in the Civil Society Forum and one-on-one sessions, in pursuit of truly making education a societal issue.

In response to the District Development Model (DDM), we are using Infrastructure Projects as the key intervention in our DDM.

ECD migration, especially systems and processes required to raise the quality and standard of learning that the youngest members of our communities are exposed to. We continue to work with provinces to improve awareness and vaccination rates.

The Gender Responsive Planning, Budgeting, Monitoring, Evaluation and Auditing Framework (GRPBMEAF) monitoring framework is based on the cabinet-approved implementation plan adopted on 27 March 2019. In response to the GRPBMEAF, the Department has developed policies that are non-discriminatory in terms of race, gender and disability. The Department has institutionalised reporting on the GRPBMEA Framework bi-annually on key interventions including disaggregation of beneficiaries by women, youth, boys, Persons with disabilities, girls as well as gender programmes.



Accounting Officer of Basic Education

## Official Sign-Off

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the Department of Basic Education under the guidance of Minister AM Motshekga;
- Takes into account all the relevant policies, legislation and other mandates for which the Department of Basic Education is responsible; and
- Accurately reflects the Impact, Outcomes and Outputs which the Department of Basic Education will endeavor to achieve over the period 2022/23.

Vacant

Deputy Director-General: Curriculum Policy, Support and Monitoring



Ms S Geyer

Deputy Director-General: Planning and Delivery Oversight Unit

Vacant

Deputy Director-General: Office of the Director-General



Mr SG Padayachee Deputy

Director-General: Teachers, Education Human Resources and Institutional Development



Dr GC Whittle

Deputy Director-General: Educational Enrichment Services

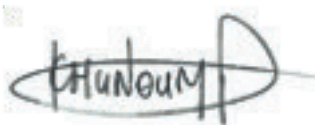


Mr D Van der Westhijzen

Deputy Director-General: Infrastructure

Vacant

Deputy Director-General: Business Intelligence

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Mr PRM Khunou

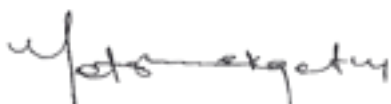
Deputy Director-General: Finance and Administration (Chief Financial Officer)

A handwritten signature in black ink, appearing to read 'Mhaule' with a stylized flourish.

Dr MR Mhaule

Deputy Minister of Basic Education

Approved by:

A handwritten signature in black ink, appearing to read 'Motshekga' with a stylized flourish.

Mrs AM Motshekga, MP

Minister of Basic Education



PART A:  
Our Mandate

## 1. Updates to the relevant legislative and policy mandates

### Basic Education Laws Amendment (BELA) Bill

The DBE is consulting with the Presidency through the Department of Planning, Monitoring and Evaluation (DPME) to finalise the Socio-Economic Impact Assessment System (SEIAS). The SEIAS report deals with the following:

- a) The BELA Bill provides for compulsory attendance from Grade R. The cost implication pertaining to the proposed amendment pertains to the provision of additional educators and infrastructure for Grade R learners; and
- b) The other cost implication relates to the procurement of competent assessors in the case of home education.

Once the consultations are concluded, the BELA Bill will be presented to the Forum of South African Directors-General (FOSAD), Technical Working Group (TWG), the Social Cluster and Cabinet for approval.

### The Integrated Strategic Planning Framework for Teacher Education and Development

The importance of teachers and teaching in the education sector cannot be overemphasised. The development of the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (ISPFTED): 2011-2025*, signifies how central teachers are to the country's long-term development. The DBE, Provincial Education Departments (PEDs) and the Department of Higher Education and Training (DHET), worked together with various partners and stakeholders from the public and private sector towards the implementation of the Plan. The Teacher Education and Development Summit held in November 2021 signals the first steps towards the review of the ISPFTED to ensure its relevance for 2030 and beyond.

### Other Policies, Notices and Circulars

The following Directives were published:

**Table 1: Directives published**

Direction	Date of publication
For introducing contact and non-contact sport	23 April 2021
Return of primary school learners and learners with special education needs	28 May 2021
Closure of schools 30 June 2021	29 June 2021
Opening of schools on 26 July 2021	5 July 2021
Return of learners on 2 August 2021 and sport and extracurricular activities	1 August 2021

### National Policy Pertaining to the Programme and Promotion Requirements (NPPPR)

The Grades R-12 and Regulations Pertaining to the National Curriculum Statement Grades R-12 were amended to repeal Life Sciences and Physical Sciences as proviso for offering Sport and Exercise Science. The amendments were published in Gazette No. 44173 of 5 February 2021.

## 2. Updates to Institutional Policies and Strategies

### Regulations pertaining to Special School hostel

The Task Team is looking into the costing of the Draft Regulations in relation to the provision of infrastructure and staff component of the hostels facility. Feedback from line function on the audit of special school hostels will assist to improve the Draft Regulations.

### Admission Policy

The Task Team was established to consolidate the Admission Policy, and convene weekly meetings to consider the comments received from major stakeholders and the public for the purpose of amending the Admission Policy. Most of the comments received relate to vaccination which is outside the ambit of the proposed amendment.

### Regulations relating to minimum uniform norms and standards for public school infrastructure

The Draft Amendment to the Regulations relating to minimum uniform norms and standards for public school infrastructure is currently being considered for the SEIAS. The current version of the norms pays focus on Regulation 4 to comply with the court order in this matter.

### Children's Bill Second Amendment

The Portfolio Committee on Social Development recommended that the Children's Second Amendment Bill should be consulted with all interested government departments, municipalities and other entities. A Task Team has been established and the DBE is part of the committee since Chapter 6 of the Children's Act will ultimately rest with the DBE.

## 3. Updates to Relevant Court Rulings

### EQUAL EDUCATION V MINISTER OF BASIC EDUCATION AND OTHERS

The Department received a court application on 12 June 2020 for an order that the decision of the Minister, that the National School Nutrition Programme (NSNP) not be rolled out to all learners when public schools re-open, be declared to be unlawful and set aside. Furthermore, the court was requested to grant a structural interdict that the Minister and MECs file a plan with the court within ten (10) days of the court order to indicate how the NSNP will be rolled out to public schools and to learners who attend school at home. The court was also requested to order, as part of the structural interdict, that the Minister and MECs provide a report on the progress with regards to the roll-out of the NSNP to public schools within 15 days upon the court order and every 15 days thereafter. The judgment was delivered on 17 July 2020 and the structural interdict as prayed for was granted.

The court directed that the Minister files a plan with the court within ten (10) days, under oath, and provide a copy to the Applicants on how the Minister will ensure that the MECs carry out without delay their duties with regards to the roll-out of the NSNP to learners at school and those that study away from school at home. The plan must also specifically indicate the following:

- a) what steps has the Minister taken to ensure that MECs provide food to all qualifying learners during the State of Disaster without delay;
- b) what further steps will the Minister take in that regard; and
- c) when will the Minister take each step.

In addition to the above, the Minister must file a report under oath every 15 days from the date of the order until the order is

discharged by the court on the steps, she has taken to give effect to the order

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

- a) in respect of each school under their jurisdiction, when will the qualifying learners receive a daily meal under the NSNP whether they are at school or studying away at home as a result of the COVID-19 pandemic;
- b) what steps they have taken to achieve that;
- c) what further steps they have taken to implement that plan and programme; and
- d) when will they take each such step.

MECs are also required to file a progress report under oath with the court within 15 days of the order setting out the steps they have taken to implement the plan and programme when they took such steps and how many learners in each district of their area of jurisdiction are receiving and how many are not receiving a daily meal in terms of the NSNP.

In terms of the court order, the plan had to be filed within ten (10) days of the court order. The Department complied with the order and filed the plan on 31 July 2020. The first report was submitted to the court and the Applicants on 7 August 2020. The second and third progress reports were filed on 31 August 2020 and 21 September 2020 respectively.

#### **CENTRE FOR CHILD LAW V MINISTER OF BASIC EDUCATION**

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

- a) Guidelines for learners with severe and profound mental disabilities, physical disabilities and learners who have epilepsy;
- b) That the directions do not provide for additional infrastructure capacity to ensure social distancing for learners at special school hostels; and
- c) That the directions do not provide learners with special education needs with Learning and Teaching Support Materials (LTSM) and assistive devices.

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

In terms of the settlement agreement, which was made an order of the court on 4 August 2020, the Department must within three (3) weeks of the order amend the directions to include the aspects as agreed to in the settlement agreement. The Department thereafter has an additional three (3) weeks to consult with stakeholders and to publish the directions.

In terms of the court order, the Department had to revise the directions to provide for the following:

- a) to provide guidelines for learners with physical disabilities, intellectual disabilities, epilepsy and severe to profound intellectual disabilities (“the excluded categories”);
- b) prepare a draft amendment to Paragraph 9 of the directions to: address the readiness of special school hostels which cater for the excluded categories to open;
- c) remove the requirement that special school hostels are required to close in their entirety leading to no learner being permitted on the premises of a hostel once it exceeds the number of learners who can be accommodated while observing the social distancing rules;

- d) make provision for additional infrastructure capacity to be provided to special school hostels where alternatives do not provide for the reasonable accommodation needs of learners with disabilities residing in school hostels;
- e) prepare a draft amendment to the DBE Guidelines for Schools on Maintaining Hygiene during the COVID-19 Pandemic (“the DBE Guidelines”) to provide measures designed to ensure the health and safety of learners with disabilities at schools, hostels and offices; and
- f) prepare a draft amendment to Sub-paragraph 8 of the directions to provide guidance to the Heads of Department to ensure that learners with disabilities who are not able to return to school are provided with appropriate Learning and Teaching Support Material, assistive devices (i.e., education-specific) and therapeutic services to access basic education while they remain at home.

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





## 4. Updated Situational Analysis

The strategic direction of the Department is derived from the government’s plans and priorities, namely the National Development Plan (NDP), Medium-Term Strategic Framework (MTSF) and the State of the Nation Address (SoNA). Furthermore, the strategy of the Department is guided by the functions articulated for a National Department in the National Education Policy Act (NEPA), the draft sector plan (*‘Action Plan to 2024’*) which responds to the NDP and indicates a sector response to the NDP.

The DBE’s operating environment is complex and of a concurrent nature. The outcomes are broad to consolidate work contributed by the sector to encourage joint planning rather than working in silos by individual programmes, to reflect the aspirations at an organisational level including the support to PEDs. The approach seeks to assist with clustering delivery areas which relate to strategic outcomes to enable new and emerging interventions to impact the Basic Education system meaningfully. The Strategic Delivery Areas and outputs bridge the gap between medium-to-long-term outcomes, short-term annual outputs and indicators in describing the intended change for the education system. The process and approach to planning have applied the use of the Theory of Change to map the changes and impact of the Department, as well as using the Results Model to identify the critical success factors and deliverables of the sector in the implementation of the strategic intent.

**Table 2: Strategic Delivery Areas per outcome**

Outcome	Strategic Delivery Areas per Outcome
Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.	Policies relating to curriculum adapted to deal with emerging priorities, including those relating to early childhood development, inclusive education, twenty-first-century skills, support and monitoring of learning outcomes.
	Policies relating to infrastructure adapted to deal with emerging priorities, including those relating to basic services and the replacement of inappropriate structures.
	Policies relating to care and support services adapted to deal with emerging priorities, including those relating to school nutrition, school safety, social cohesion, and learner health and wellness.
Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector.	Efficient administration, planning and Human Resource (HR) systems developed to deal with, and support emerging priorities, of the National Department.
	Governance systems adapted to support emerging priorities relating to teacher placement and accountability of schools.
	Administration, assessment and examination systems adapted to deal with and support emerging priorities such as school completion, learning outcomes and the accountability of schools.
Outcome 3: Improved knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery.	National decisions relating to innovations in areas such as multi-grade learning, reading and language acquisition are informed by sound evidence and are monitored in schools.
	National decisions relating to educator conditions of service, and innovations in areas such as teacher training, development and assessments are informed by sound evidence and are monitored.
Outcome 4: Advanced development of innovative and high-quality educational materials.	Learning and Teaching Support Materials developed through the use of evidence and emerging technologies.
Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems.	Strategic use and monitoring of districts and provinces to advance national priorities, as well as additional interventions in all or specific districts to advance the attainment of sector-wide goal in relation to mentorship, development and support of officials at district and provincial level.
Outcome 6: Improved communication of information and partnerships with stakeholders.	Programmes implemented and monitored to mentor, develop and support district level officials through communications and other partnership.

## 5. External Environment Analysis

### 5.1. Introduction

This situational analysis begins by considering our historical context, which remains an important backdrop for planning going forward. A Theory of Change for how educational improvements will happen is then presented. This serves to highlight a number of critical areas to focus on during planning. Thereafter, a situational analysis of the various phases of schooling is provided for Early Childhood Development, the Foundation Phase, the Intermediate and Senior Phases, and the Further Education and Training Phase. The themes of redress, access, quality, equity, inclusivity and efficiency are used to focus the discussion of each phase. Key areas of innovation are also considered. Lessons from research and evaluations are incorporated throughout the analysis. In terms of the data used in this APP, it should be noted that the General Household Survey (GHS) and School Management Survey (SMS) is used as data sources and due to the one-year time lag for GHS and two-year lag for SMS, data is for the previous years. The 2020 data delayed due to COVID-19 and is being analysed for the DBE reports. The next SMS is scheduled for 2022.

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

### 5.2. Historical Context

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

In response to the District Development Model (DDM), we are using Infrastructure Projects as the key intervention in our DDM.

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

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

Per learner spending by the state under apartheid was highly unequal and differentiated by race and ethnicity. Even towards the end of apartheid, in 1994, spending on every white learner was still about 4.5 times higher than on a black African learner. Public spending per learner was only fully equalised around 2 000. However, the legacy of inequality with respect to many years of unequal expenditure remains, both in terms of backlogs in physical capital (such as school buildings) and human capital (largely due to the unequal teacher training legacy mentioned above). Allowing school fees in public schools has often been referred to as the cost of maintaining an inclusive public school system serving a broad range of South African society. Indeed, by developing country standards, the size of South Africa's independent school sector is small. These historical factors make South Africa's school funding system complex and unique in many ways. A key challenge will continue to be improving equality in a public school system that operates within a highly unequal society. Reducing inequality in basic education, especially with

respect to the skills learners leave school with, is fundamental to bringing about a more equal society. A priority is also to provide inclusive education that enables everyone to participate effectively in a free society.

The legacy of land dispossession and forced resettlement has shaped the human geography of South Africa and influenced the location of schools. Schools in former ‘homelands’ account for just under half of all public-school enrolments and face a particular form of poverty characterised by the inaccessibility of public facilities and jobs. To a large degree, quintiles 1 to 3 of the five (5) socio-economic quintiles cover the schools in question, meaning that many of the quintile-specific interventions by the government are attempts to address the specific needs of rural schools.

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

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

### 5.3. Our Education Theory of Change

In developing our plans, our assumptions of improvement in learning outcomes over the last two (2) decades have been disrupted as a result of COVID-19. However, our commitment to quality education and to reducing inequality through schools remains. Schools’ safety, health and nutrition are now more important than ever. Effective teaching and maintaining ECD participation and learning outcomes are extremely important to overcome the effects of COVID-19 in our sector and in our country. We know that the social and economic impacts of the pandemic will affect communities, teachers, learners and parents. We have to improve learners’ opportunities in life and the future despite COVID-19.

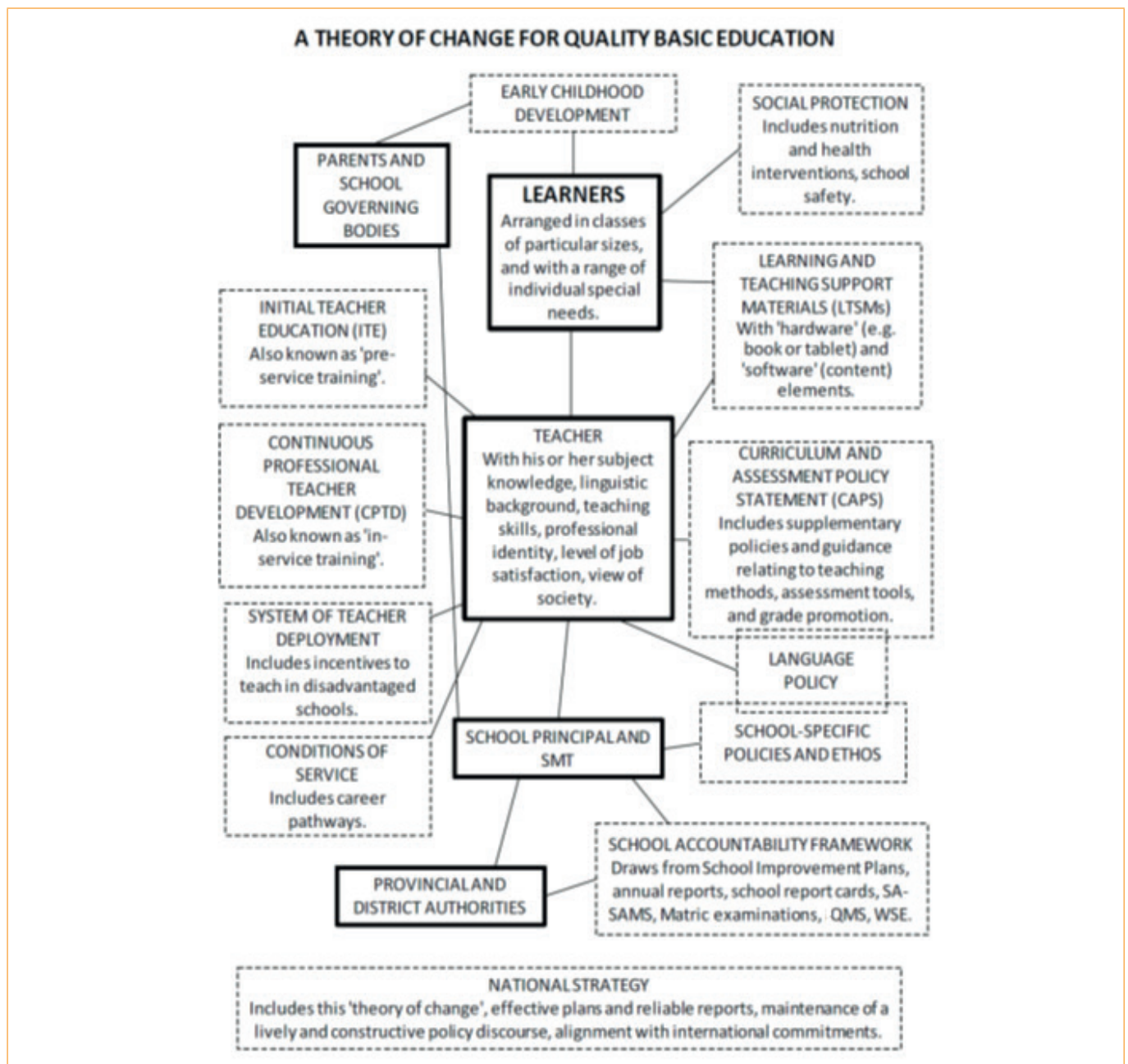
Interdepartmental collaborations have been particularly useful, including the partnership with the Department of Health on learner well-being, and the Department of Social Development on ECD and provision of support to vulnerable learners.

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

1 Analysis of 2016 Community Survey microdata.

2 Engineering Graphics and Design, Civil Technology, Electrical Technology, and Mechanical Technology.

Figure1: Theory of Change



The Theory of Change is about improving learning in a manner that improves the learner’s opportunities in life through the acquisition of foundational language and numeracy competencies and, beyond that, specific subject knowledge and life skills. The figure above is deliberately a simplification of what is a far more complex system. The following points will assist in clarifying some of the complexities either simplified or omitted from the diagram.

#### 5.4. Direct change factors

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

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

Once in school, a learner's chances of learning are strongly influenced by three (3) key classroom factors: the capabilities of the teacher, the availability of Learning and Teaching Support Materials (LTSMs) and class size. Moreover, particularly for learners from poorer households, a nutritional meal provided by the school plays a major role in learning ability.

Initial Teacher Education (ITE) is meant to provide teachers with the professional grounding needed for effective teaching. There is some evidence to suggest that this element of the system has improved in the last two (2) decades. However, around two-thirds of teachers currently working in public schools received their initial professional training before the reforms of the early 2000s, and it is only around 2038 that we expect all teachers to have a post-reform ITE background. This makes it especially important to offer Continuous Professional Teacher Development (CPTD) to enable teachers to update their skills, in part because teaching methods evolve as new technologies emerge. One of the recommendations of the 2016 review of Funza Lushaka, was that the placement of Funza Lushaka graduates in schools should be improved, with a view to improving access among historically disadvantaged learners to good teachers. This, in fact, was also a recommendation of the National Development Plan.

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

While there is important research from around the world showing that changing average class sizes only makes a small difference to what learners learn, it must be noted that this research tends to deal with class sizes that are much lower than in many South African schools. The large size of South African classes is particularly worrying at the primary level where individualised attention to learners is important. According to TIMSS data, one (1) in seven (7) Grade 5 learners is in a class with 50 or more learners.

## 5.5. Indirect change factors

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

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

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

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

Learners who speak one (1) of the nine (9) indigenous African languages at home generally experience a dual disadvantage: not only do they usually begin learning in an unfamiliar language in Grade 4, usually English, they also tend to come from more socio-economically disadvantaged households. To facilitate a better transition in the Language of Learning and Teaching (LoLT), more support will be needed to improve the teaching of English First Additional Language (EFAL) in the Foundation Phase. Perhaps even more importantly, more support will be needed to improve the teaching of Home Language Literacy in the Foundation Phase because it is a child's home language skills that are used to learn a second language. Furthermore, the DBE will investigate ways to ensure that the home language resources of children are drawn upon to a greater extent in Grade 4 and beyond. This is aimed at allowing language to be viewed as a positive resource to help our children learn, rather than be a barrier to learning.

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

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

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

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

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

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

A national strategy to bring about quality basic education is needed, as articulated in the NDP and the DBE's Action Plan. The national strategy must be a living one, characterised by a lively and constructive policy discourse, informed by reliable information produced by government and non-government players. All this could profoundly influence the mood in the sector and trust between stakeholders, which inevitably impacts on what happens in schools and classrooms. The key element which the DBE will prioritise is the new Systemic Evaluation programme, which will enable South Africa to report against the United Nations (UN) Sustainable Development Goals (SDG) indicators dealing with the attainment of proficiency levels among children.

## 5.6. The Demographic and Spending Trends

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

## 5.7. Inclusivity

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

**Table 3: Access to Education for Learners with Disabilities**

Growth Area	2018	2019	2020
Number of special schools	501 (447 Public, 54 Independent)	489 (435 Public, 54 Independent)	489 (435 Public, 54 Independent)
Learner enrolment in special schools	93 699	97 791	133 236
Number of full-service schools	848	832	832
Number of learners with disabilities in public ordinary schools	121 461	121 704	129 680
Number of children with severe to profound intellectual disability supported in special care centres	6 654	8 855	3 423

Source: Education Management Information Systems (EMIS) data

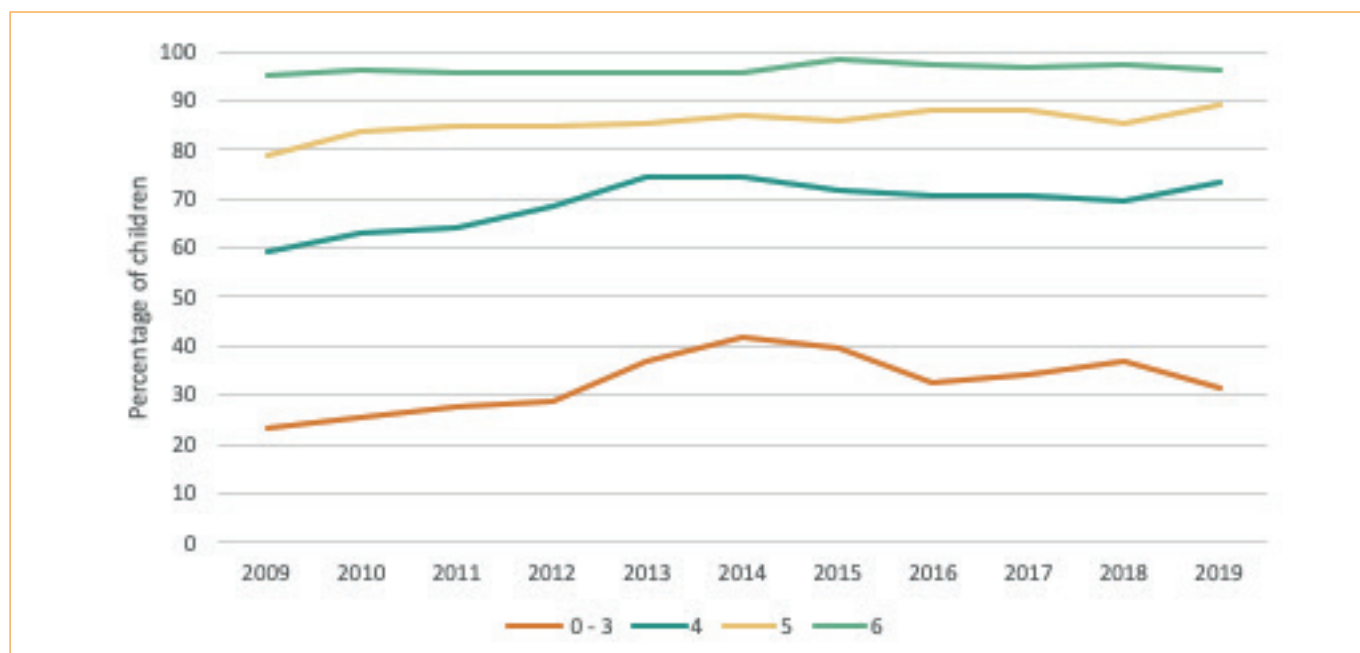
## 5.8. Early Childhood Development

In 2019, the President announced the migration of ECD programmes to the DBE, making this sub-sector a top priority for the next few years. The national and provincial Presidential Proclamations have now been signed formally paving the way for this transition to occur. A number of technical workstreams, comprising national and provincial officials from Departments of Education and Departments of Social Development, are now at work to prepare for the formal transition. A national census of Early Learning Programmes is also underway to map all Early Learning Programmes in South Africa and help us understand the full size and shape of the sector. The data collected through this census will inform the development of an Education Management Information System, as well as a Human Resource planning system, focused on Early Childhood Development (ECD) provisioning. Once the migration has occurred a key focus for the following years will be on improving the quality of ECD services.

It is important to note that expanded access to ECD opportunities has been an area of redress where much was achieved in the last two (2) decades. School-based Grade R attendance of the age-5 cohort increased from 13% to 72% between 1999 and 2017. The figure below shows substantial improvements in attendance of ECD facilities for young children since 2009. However, the pandemic-related lockdowns and associated loss of household income and jobs had a significant negative impact on ECD attendance during 2020. Fortunately, there appears to be have been a significant bounce-back in ECD attendance during 2021 (Wills & Kika-Mistry, 2021). Nevertheless, the long-term effects of this substantial disruption to early learning remains a risk to be addressed in the years to come.

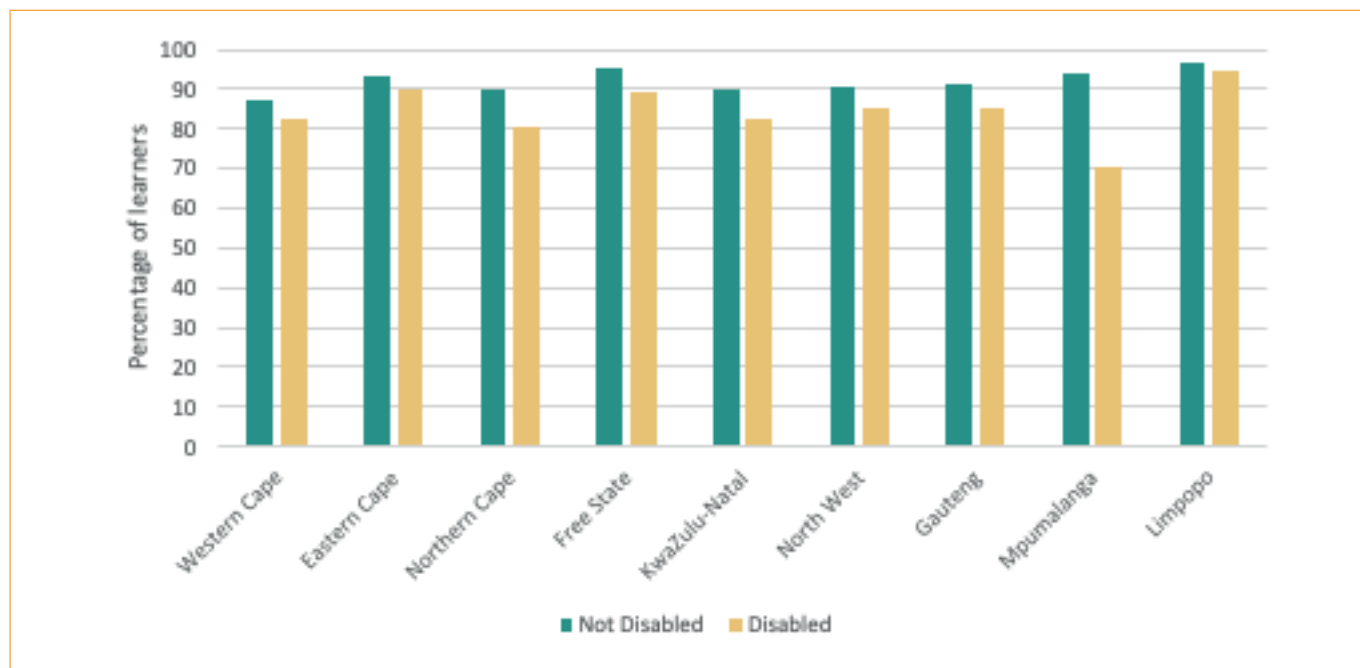


**Figure 2: Percentage of 0-6-year-olds attending Educational Institutions, 2009-2019**



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

**Figure 3: Percentage of 5-to-6-year-olds with Disabilities and those without Disabilities attending Educational Institutions by Province, 2019**



Sources: Statistics South Africa, General Household Survey (GHS), the DBE’s own calculations. Note: Data for 2014 to 2018 was pooled to overcome small sample challenges.

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

## 5.9. Foundation Phase

Participation in Foundation Phase schooling has now become nearly universal in South Africa. About 99% of children aged 7-to-13-years-old attend school, according to 2019 GHS data. Primary school completion rates are now estimated to be about 95%, as the table below shows. These achievements can be attributed to a number of pro-poor schooling policies and programmes, such as no-fee schooling and the NSNP. The percentage of learners benefiting from the NSNP increased from around 70% in 2010 to around 83% in 2019. The highest proportions of learners benefiting from the NSNP are from those provinces regarded as mostly rural and where the nutrition need is the greatest.

**Table 4: Percentage of 16-to-18-year-olds who have completed Grade 7, 2010–2019**

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Province</b>										
Western Cape	97.6	95.1	97.3	97.1	97.0	96.3	96.6	97.1	97.1	97.6
Eastern Cape	82.5	84.9	87.3	88.9	89.5	89.9	87.2	89.4	88.9	91.6
Northern Cape	93.3	90.9	93.4	95.0	94.0	87.8	86.8	89.0	92.4	94.3
Free State	94.2	94.3	94.7	94.2	94.3	95.6	92.8	93.9	92.2	95.3
KwaZulu-Natal	93.1	94.1	91.5	94.0	95.8	94.8	94.8	96.4	95.4	95.5
North West	90.7	93.1	89.4	94.1	91.4	91.8	92.1	90.5	90.3	92.9
Gauteng	95.6	97.4	98.3	97.4	96.8	98.3	97.9	98.2	98.0	96.9
Mpumalanga	91.5	89.9	93.2	93.1	91.8	93.8	93.5	94.4	94.8	95.1
Limpopo	93.3	93.6	95.9	95.6	95.7	95.0	96.4	96.7	96.7	95.5
<b>Population group</b>										
African/Black	91.0	92.0	92.4	93.7	94.0	94.2	93.8	94.7	94.5	95.0
Coloured	97.2	95.6	97.4	95.4	94.4	94.6	94.1	95.2	95.5	94.6
Indian/Asian	97.8	98.1	100.0	96.5	97.8	96.6	98.4	100.0	100.0	100.0
White	98.2	97.0	98.9	99.2	99.8	98.7	100.0	100.0	98.9	100.0
<b>Gender</b>										
Male	90.0	90.3	91.5	92.0	92.6	92.2	92.2	93.4	94.0	93.7
Female	94.5	95.2	95.3	96.4	96.3	96.9	96.3	97.0	95.8	96.8
<b>Total</b>	<b>92.2</b>	<b>92.8</b>	<b>93.4</b>	<b>94.2</b>	<b>94.5</b>	<b>94.6</b>	<b>94.3</b>	<b>95.2</b>	<b>94.9</b>	<b>95.3</b>

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

The focus in the Foundation Phase is now shifting to issues of learning quality. In particular, it is being recognised that foundational learning in literacy and numeracy, which is essential for later learning, is lacking in many schools. The Progress in International Reading Literacy Study (PIRLS) of 2016 and the Trends in International Mathematics and Science Study (TIMSS) of 2015 provided internationally respected measures of learning trends over time and these studies indicated that large proportions of South African children reach Grade 4 without having learned to read for meaning and Grade 5 without achieving basic numeracy proficiency. These outcomes at Grade 4 and 5 reflect the quality challenges that persist in the Foundation Phase. Unfortunately, the situation has been worsened by the substantial learning losses that have been incurred as a result of lost school time throughout the pandemic. As will be described later in more detail, early grade reading assessments administered before and during the pandemic indicates that children in the early grades are approximately a full grade level behind where they would have been if not for the pandemic. This aggravates the pre-existing challenge of weak learning foundations in the early grades.

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

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

## 5.10. Intermediate and Senior Phases

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

**Table 5: Percentage of 19-to-21-year-olds who have completed Grade 9, 2010–2019**

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Province</b>										
Western Cape	88.0	88.9	85.1	84.7	88.2	85.9	88.1	89.8	91.9	89.2
Eastern Cape	74.6	76.5	75.9	77.3	76.0	77.4	82.1	81.6	82.8	82.3
Northern Cape	79.5	80.7	81.6	79.5	78.7	73.4	82.5	76.6	77.0	84.5
Free State	87.4	87.0	86.5	81.6	86.6	85.6	87.0	87.0	89.4	91.6
KwaZulu-Natal	84.5	85.1	87.8	87.4	89.0	90.0	90.7	92.7	90.6	91.9
North West	80.6	80.2	83.0	80.2	81.0	80.5	83.8	87.0	86.7	86.0
Gauteng	93.5	90.7	93.3	94.5	95.7	92.7	93.5	93.9	95.4	95.5
Mpumalanga	87.1	85.3	83.5	84.5	84.2	85.0	86.7	88.5	88.4	88.2
Limpopo	85.4	82.6	83.4	81.4	78.8	87.8	88.2	90.0	90.6	91.4
<b>Population group</b>										
African/Black	84.3	83.5	84.7	84.7	85.8	86.3	88.0	89.0	89.8	90.5
Coloured	84.7	86.7	84.6	82.1	82.4	82.3	86.8	87.7	89.0	86.2
Indian/Asian	97.8	93.5	94.4	93.4	99.3	100.0	100.0	100.0	96.2	92.4
White	99.9	96.1	97.5	95.7	98.2	95.7	96.4	98.6	96.7	98.9
<b>Gender</b>										
Male	83.5	81.7	83.1	81.8	83.1	83.6	86.6	86.9	87.3	87.9
Female	87.8	88.1	88.5	89.2	89.7	89.8	90.5	92.4	93.2	93.2
<b>Total</b>	<b>85.7</b>	<b>84.8</b>	<b>85.8</b>	<b>85.4</b>	<b>86.5</b>	<b>86.7</b>	<b>88.6</b>	<b>89.6</b>	<b>90.2</b>	<b>90.5</b>

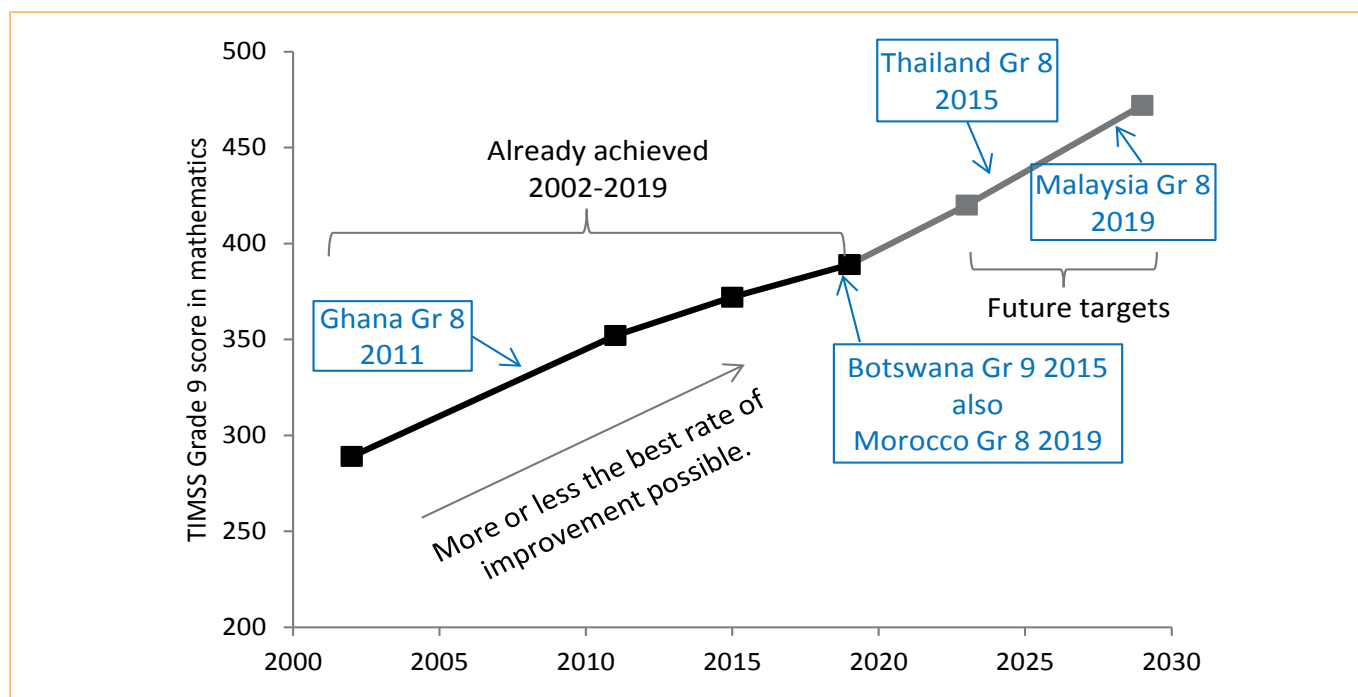
Sources: Statistics South Africa, General Household Survey (GHS), the DBE's own calculations.

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

But equally, the devastating effects of the COVID-19 pandemic on teaching and learning routines at school since March 2020 are a cause for great concern. The trajectory of improvement has undoubtedly been interrupted by the pandemic, and a high priority of government currently is to resume regular schooling and regular face-to-face contact, for all learners as soon as possible.

The following figure outlines past achievements and what government targets envisage for the future, in terms of the TIMSS Grade 9 mathematics tests. When ambitious TIMSS targets extending to 2025 in *Action Plan to 2014* were formulated, there was little certainty that they could be reached. It was thus good news when 2011, 2015 and 2019 TIMSS results revealed significant improvements, in fact along a trajectory that was about as steep as that of the fastest-improving countries in the world. This put South Africa on track to achieve its long-range TIMSS targets. By 2019, South Africa had reached Botswana's 2015 level of performance (Botswana also tests Grade 9, but did not participate in TIMSS 2019) and was perhaps on track to reach levels of performance achieved in Thailand and then Malaysia by 2030. However, continued improvements are of course not guaranteed, and with the COVID-19 pandemic, our improvement trajectory is likely to have been significantly set back. The TIMSS 2023 results will provide an important indication of how negatively impacted our learning outcomes have been by the pandemic. Nevertheless, sustained dedication to the activities outlined in the DBE's plans, and the NDP, would improve the chances of reaching the targets even if a few years later.

**Figure 4: Past and envisaged educational quality trend for South Africa**



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

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

TIMSS science results reveal similar patterns to TIMSS Mathematics. As shown in the Department of Basic Education's *Action Plan to 2024*, South Africa's TIMSS gains have been strongest among the most disadvantaged learners, meaning that schooling has contributed to reducing social inequalities. Importantly, it is these improvements in the grades below Grade 12 which account for upward trends in the Grade 12 indicators. Even Grade 12 learners writing the examinations during the pandemic would have benefitted from improvements in the earlier grades occurring before 2020.

Improvements in Grade 12, in the long run, depending on what happens at the primary level now. Southern and Eastern Africa Consortium for Monitoring Educational Quality (SEACMEQ<sup>3</sup>) and Progress in International Reading Literacy Study (**PIRLS**<sup>4</sup>) **results at the primary level** are somewhat more difficult to interpret than the TIMSS Grade 9 results, in part due to statistical adjustment issues, yet they both point to past improvements of a magnitude comparable to those seen in TIMSS. Specifically, while TIMSS mathematics improvements in Grade 9 for 2002 to 2019 came to 0.07 standard deviations a year, the 2007 to 2013 improvement in Grade 6 mathematics, according to SEACMEQ, came to a similar 0.06 standard deviations a year. The figure for PIRLS Grade 4 reading, following a PIRLS correction detailed in *Action Plan to 2024*, for the period 2006 to 2016, is 0.07 standard deviations a year. Looking at annual improvements this way, in terms of standard deviations, allows one to make approximate comparisons of trends across different testing programmes.

Disappointingly, the 2015 to 2019 **TIMSS Grade 4 mathematics trend** displayed no improvement. This is the most recent trend available from the international programmes at the primary level. This is concerning and cannot be attributed to the pandemic, which began only in 2020. The reasons behind this absence of progress are being investigated by the DBE.

Although it is impossible in any scientific way to attribute these improvements to specific interventions and social trends, it is important to consider what might have contributed to ensuring a degree of policy continuity in successful practices. The various DBE sector reviews have pointed to five (5) likely drivers of change in the sector:

- a) increasing access to Grade R and pre-school below Grade R;
- b) the CAPS tools designed to facilitate the implementation of the curriculum in the classroom;
- c) better access of learners to high-quality books, such as the national workbooks;
- d) more focused assessment practices; and
- e) improved subject knowledge among newly graduated teachers.

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

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

See the discussion of ECD in the section above.

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

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

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

Any notion that textbooks are unimportant, not uncommonly held 15 years ago, has been abandoned. Not only is the CAPS very clear about the importance of textbooks, but the percentage of teachers reporting that they use a textbook as their main classroom resource for teaching Mathematics has increased from a worryingly low 30% in 2002 to 70% in 2011, according to the TIMSS<sup>5</sup>. The General Household Survey (GHS) of Stats SA points towards a consistent decline in the percentage of learners who lack books, from 20% in 2002 to 4% in 2017. The GHS has included additional questions on access to books in schools since 2013, with responses indicating that access to national workbooks improved from around 83% of Grades 1–9 learners in 2013 to 96% in 2017, with similar trends across the grades.

<sup>3</sup> Southern and Eastern Africa Consortium for Monitoring Educational Quality. See in particular Department of Basic Education (2017a).

<sup>4</sup> Progress in International Reading Literacy Study.

<sup>5</sup> From analysis of the TIMSS microdata. Unfortunately, the TIMSS 2015 data does not allow for this statistic to be calculated.

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

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

#### **Improvement factor 4: More focused assessment practices.**

Assessment as a tool for improving teaching and learning has evolved over the last ten (10) years and important lessons have been learned that will help to shape the way forward. The CAPS distinguishes between informal and formal assessment activities, with the latter category comprising assessment tasks, tests and examinations. The CAPS also provides considerable guidance on how teachers should conduct assessments; guidance that was reinforced through an intensive process of CAPS training in the 2011–2014 years. The curriculum guides introduced in 2002 that preceding the CAPS had provided far less guidance on assessments.

Systemic Assessments are assessments without any direct implications for individual learners, for instance with regard to grade promotion, but which help managers and planners understand the relative academic performance of schools, districts, provinces or the country as a whole. In 2015, South Africa ended its participation in the international Annual National Assessments (ANA) covering Grades 1 to 6 and Grade 9. This was due to disagreements among stakeholders and particularly between the government and teacher unions about the purpose of the ANA. During the four (4) years in which the ANA was implemented, it played a major role in bringing the quality of learning and teaching to the fore in the national debates and at a local level. School principals, parents and district officials were able to compare the quality of learning across schools, the primary schools in particular, in ways that had not previously been possible. Following an intensive evaluation of the strengths and weaknesses of the ANA, stakeholders reached a consensus on the specific problems in the design of ANA that should be avoided in future. The newly designed Systemic Evaluation will provide an important opportunity to again use assessments to stimulate a focus on learning throughout the school system.

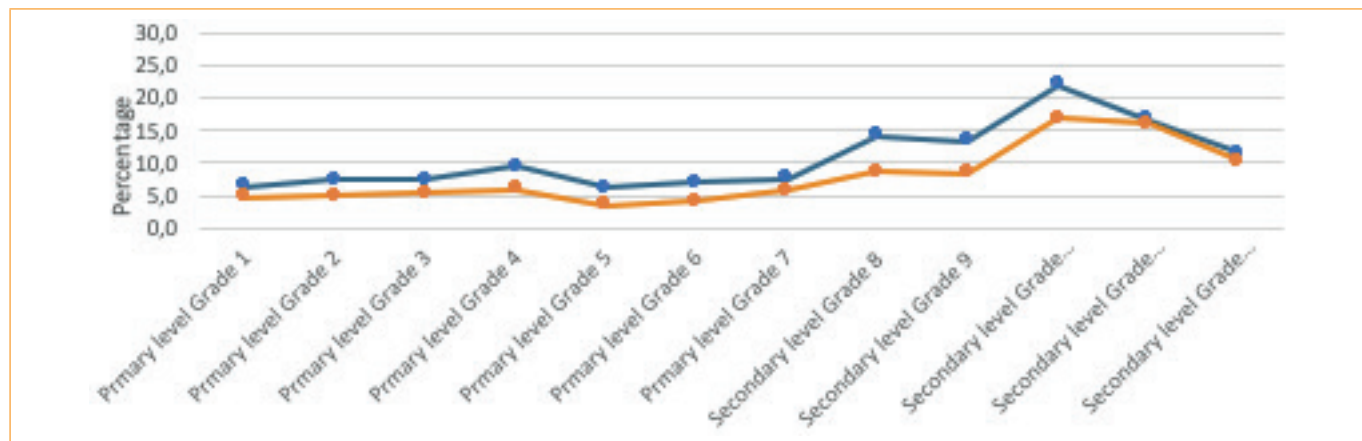
#### **Improvement factor 5: Improved subject knowledge among newly graduated teachers.**

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

### 5.11. Grade Repetition

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

Figure 5: Percentage of Repeaters by Grade and Gender, 2018



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

The DBE has begun consultations with stakeholders on the possible introduction of a Grade 9 GEC, as proposed by a Ministerial Task Team in 2014. Its primary purpose would be to facilitate subject choices beyond Grade 9 and articulation between schools and TVET colleges. However, should the GEC be introduced, the information generated by the new national examinations should feature within the school accountability system. This would be of particular relevance for the approximately 2 300 public schools, mainly in the Eastern Cape, whose highest grade is currently Grade 9.<sup>6</sup>

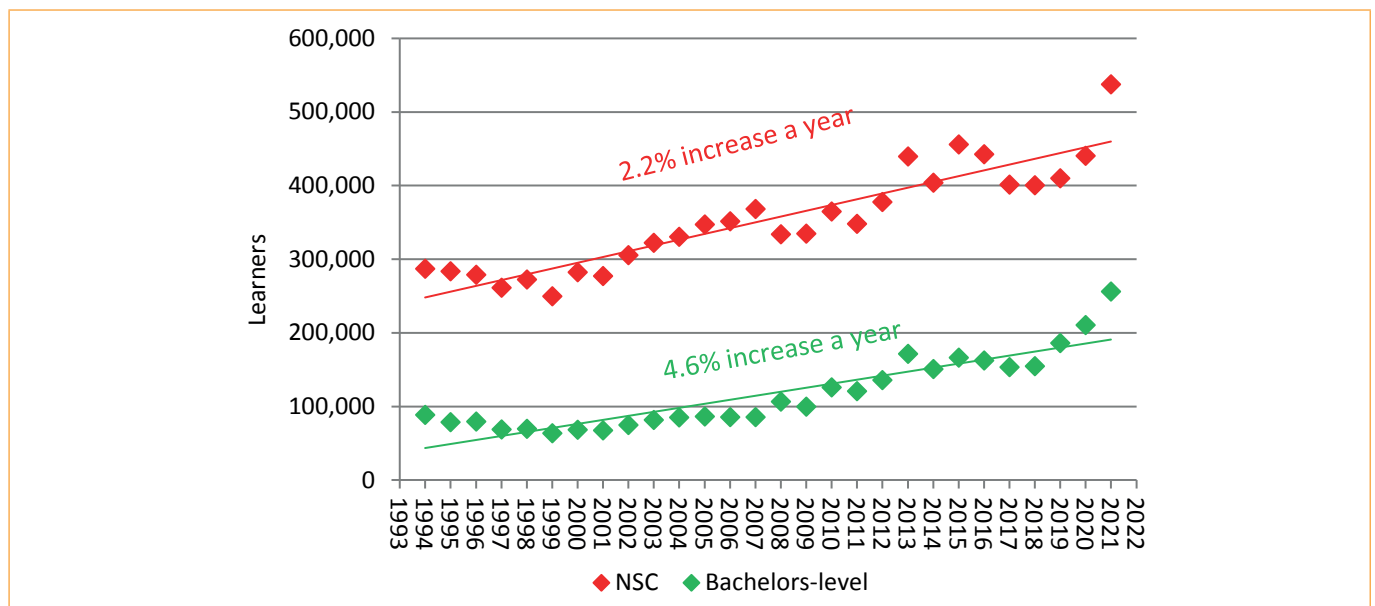
### 5.12. National Senior Certificate (Further Education and Training Band)

Trends in the attainment of the National Senior Certificate, and a sub-set of this, the NSC with a Bachelors-level pass, both qualifications which tend to have a decisive influence on the opportunities available to young South Africans, are illustrated in Figure 6 below. It is important to note that most learners who obtain the NSC, but not a Bachelors-level pass, achieve the lower Diploma-level pass. For example, in 2019, 65% of these learners obtained the Diploma-level pass. This permitted an additional 145 000 learners from the class of 2019 to study for a Diploma at a university. Overall, 81% of those who obtained the NSC as full-time students in 2019 have qualified to study at a university. The figures for 2020 and 2021 were 82% and 81%, respectively.

Both indicators shown in the figure below have displayed a general upward trend for the last twenty or so years. The increase in Bachelors-level passes, at 4.6% a year has been the strongest. Youths qualifying for entry into a Bachelors programme at a university has increased from around 100 000 in 1994 to around 200 000 in recent years. These figures are from the public examination system only and exclude, above all, the approximately 10 000 a year Bachelors-level passes emerging from the Independent Examinations Board (IEB) system.

<sup>6</sup> Areas in the Eastern Cape where these schools are common also have separate schools catering only for Grades 10 to 12.

**Figure 6: NSC and Bachelor-Level Increases since 1994**



Note: Prior to 2008, a Bachelors-level pass was referred to as a Matriculation Exemption. Values reflect only the results of full-time candidates.

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

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

It took an enormous effort to allow a fair opportunity for the matric class of 2020 to write their NSC examinations despite the disruptions of the pandemic. In the end, the negative impact on the results was fairly small. However, the grade 12 class of 2020 was prioritised in terms of instructional time compared to other grades which lost far more days of schooling in 2020. The medium to long term impact of this on the NSC results of 2021 and beyond presents an ongoing risk to the sector.

### 5.13. e-Education

The use of modern ICTs in the delivery of schooling – e-Education – is an important area of innovation to be focused on in the next five years. A 2018 study facilitated by the National Education Collaboration Trust (NECT) brought together the insights of several foreign and local experts and around 1 200 districts and school personnel, and led to seven (7) ‘high priority’ recommendations:

- a) Enhance the links across education goals, metrics and data down to the school level and tailor them to the provincial context;
- b) Create mechanisms for accountability for data accuracy;
- c) Accelerate the roll-out of Operation Phakisa by expanding ICT infrastructure and improving data affordability;
- d) Create dedicated roles with strong specialist ICT and data analysis capabilities;
- e) Define and implement a public-private collaboration framework;
- f) Build a robust ICT landscape of data systems and EdTech tools; and
- g) Define data and system interoperability standards.



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

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

## 5.14. EdTech

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

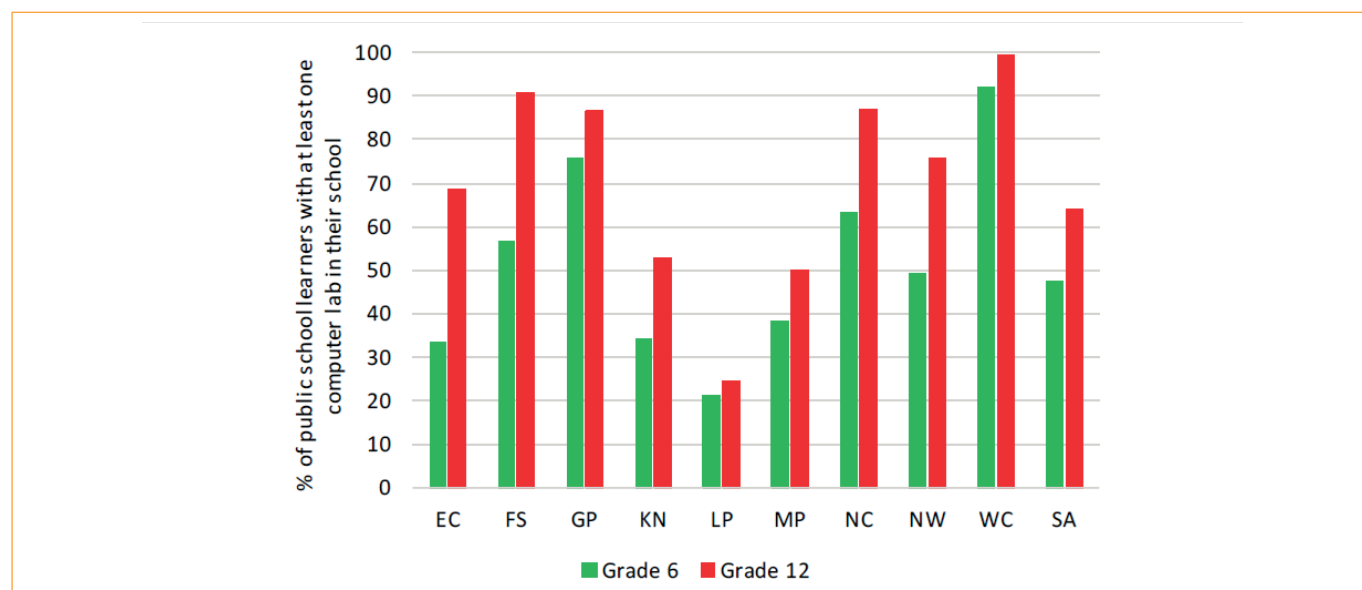
There has been slow progress in the availability of computers in schools. The 2015 TIMSS data confirms that around half of Grade 5 and Grade 9 learners can access computers or tablets in school. This puts South Africa roughly on par with other middle-income countries at the primary level, but well below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

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

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

The figure below illustrates statistics emerging from the School Monitoring Survey on computer labs for both the secondary and primary levels.

**Figure 7: Access to Computer Labs in Schools, 2017**



Source: Analysis of School Monitoring Survey microdata.

There has been a great improvement in the percentage of the population in the country as a whole accessing the internet. In 2007, internet access was slightly below the middle-income country average at 8%, while in 2017, access was at 56% and slightly exceeded the global average.<sup>7</sup> Yet, progress with regard to internet access in schools has been slow. According to the School Monitoring Survey, in 2017, access by secondary school principals, teachers and learners to the internet was 68%, 59% and 21% respectively. These figures are lower than they should be for e-Education to become a reality across all schools. The NDP states that “the most crucial enabler of ICT [in schools] is high-speed broadband”. While quality schooling without the internet is possible, not having access to this important resource, means learners are less prepared for the world of work and post-school studies.

### 5.15. The pro-poor nature of schooling in South Africa

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

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

<sup>7</sup> The World Development Indicators dataset of the World Bank (accessed May 2019) shows the middle-income country averages being 9% and 45% for the two years. In the case of the indicator on fixed broadband subscriptions, South Africa performed well below the middle-income average in all recent years.

Another important pro-poor contribution is made by the National School Nutrition Programme (NSNP). This programme covers around 80% of learners, well above the percentage of learners who can be considered poor. The NSNP may partly explain why, despite the increase in the population below the ‘food poverty line’ since 2011, hunger in the population has remained unchanged – at least until the onset of the COVID-19 pandemic. The disruptions to school feeding as a consequence of school closures and lockdown appears to have contributed to the increase in child hunger that was observed during 2020, according to National Income Dynamics Study Coronavirus Rapid Mobile Survey (NIDS-CRAM) data. This disruption served to highlight the important role that the NSNP continues to play for so many children in South Africa.

The National Learner Transport Programme (NLTP) has been in place for more than a decade and provides for the provision of subsidized transport to learners who walk more than five (5) kilometres to schools. The programme covers learners from Grades R-12 and prioritizes primary school learners and learners with disabilities.

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

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

## **5.16. Note on the COVID-19 pandemic**

The COVID-19 pandemic has greatly disrupted schooling all over the world as well as in South Africa. In March 2020 schools were closed as part of the broader lockdown measures to slow the spread of infections. Despite great efforts from the department to reopen schools safely and keep schools open as far as possible, and in the face of criticism, a large amount of teaching time has been lost. Schools were initially closed on 18 March 2020, with a phased re-opening where Grade 7 and Grade 12 returned on 8 June 2020 and Grade 5 and Grade 8 returned on 31 August 2020. Over and above a further school closure during the third wave, even when schools were officially open most schools have been implementing some sort of rotational timetabling to allow for social distancing amongst learners. This means that many learners have been attending school 50% of the time or less, even when schools were not closed.

This raises crucial questions about the impact of these disruptions on learning, child hunger (since more than 80% of learners rely on daily school meals), and school dropout. Evidence on the initial impact of the pandemic on these outcomes is beginning to emerge, but perhaps the more pertinent question is ‘what will be the long-term impacts on the children who have been affected in 2020 and 2021?’ Aside from understanding the negative impact of what has already happened, it is also urgent to consider what should be done next, while the pandemic is not yet fully behind us, to ensure that further long-term damage is minimised.

The National Income Dynamic Study Coronavirus Rapid Mobile Survey (NIDS-CRAM), a nationally representative household survey measured learner attendance rates at three different points; July 2020, November 2020 and April 2021. In July 2020 (when only Grades 6, 7, 11 and 12 had been formally phased back in) the average attendance rate was as low as 39%, with much higher attendance rates in the “open” grades as one would expect. However, for officially “closed grades” attendance differed by wealth – the wealthiest 10% of households were much more likely to be attending school. It seems that some schools with more resources, such as classroom space, managed to reopen earlier.

The reopening of all grades resulted in a substantial recovery in attendance rates, with average attendance across all grades at 95% in November 2020, with similarly high rates of attendance observed across children of all socio-economic statuses. It should be noted that this figure of 95% refers to having attended school within the previous two (2) weeks, so it does not reflect the lost time due to rotational timetabling.

The NIDS-CRAM survey then indicated that this recovery was followed by a decline in attendance in April 2021 to about 92%. Comparing the NIDS-CRAM statistics to the General Household Survey of 2018 (a pre-pandemic benchmark) was only 3.6% of school-aged children that were not attending school, it was estimated that an additional 500 000 learners had not returned to school in 2021, although the authors (Shepherd and Mohohlwane, 2021) did acknowledge that this number could have been significantly lower, depending on assumptions made in the analysis.

Encouragingly, in September 2021 the DBE published a report titled “Impacts of the COVID-19 pandemic on school enrolments” that suggests that the numbers of learners not returning to school in 2021 was not nearly as high as what the NIDS-CRAM results might suggest. Using official school enrolment data from Term 1 in 2021 and comparing this to Term 1 in 2020, the report concludes that around 19 000 learners in the compulsory school-going age may have dropped out. The report also pointed to evidence of a reduction in the numbers of children entering school of a roughly similar magnitude. However, this report does not confirm a dramatic increase in dropout as might have been concluded based on NIDS-CRAM.

Why was there such a large difference between the NIDS-CRAM results and the DBE report? Although we have to acknowledge some uncertainty about this, two (2) key differences are worth noting here. The first is about the definition of dropout and the second is the data source used to calculate this. Starting with the difference in data sources, NIDS-CRAM was a telephonically administered household sample survey, whereas the DBE report used school enrolment data as reported by school principals. In the case of NIDS-CRAM, the focus is on attending school whereas the DBE data reflects having enrolled at a school for 2021. In NIDS-CRAM, it is possible that many of those who had not been attending school were enrolled in a school and may end up returning. In the case of the DBE data, it is possible that some children who are enrolled in school have largely disengaged from school due to disruptions to the normal timetabling.

In the end, what is safe to conclude from the available evidence is that school attendance has been seriously affected by the pandemic, and this kind of disengagement presents a risk of ultimately dropping out of school altogether. In the near future, there may be more learners than usual who drop out of school due to having been largely disengaged throughout 2020 and 2021. However, in the medium to long run, the greater risk of dropping out will be caused by the learning losses that have been incurred as a result of lost school time.

Before the pandemic, we already knew that one of the strongest predictors of children dropping out of the education system is poor learning foundations, and we have now begun to see significant learning losses amongst learners in South Africa. The DBE, through its Early Grade Reading Study, was able to collect data on reading outcomes for children before and during the pandemic. This has allowed a comparison between the amount of reading improvement that usually happens during the course of a normal year with what children learned during 2020. At the Foundation Phase, the estimated learning losses during 2020 were up 75% of a year of learning at the Grade 3 level. This was found in typical quintile 1 to 3 schools, which represent the majority of schools.

These learning losses in the early grades present a serious long-term threat for the children affected. The gaps in learning and mastering basic skills that would have been taught firstly in the Foundation Phase but across all phases, should receive urgent attention to prevent later dropout in the years to come. We already had a dropout problem (although it had been consistently improving over the years) and this was caused largely by weak learning foundations – this presents a need to implement evidence-based programmes to improve the overall quality of learning and teaching in key early learning areas: ECD opportunities, reading and literacy in the home languages, and numeracy.

Although the 2021 school year has been far more predictable than 2020, the practice of rotational timetabling has had to continue in many schools to comply with social distancing requirements. The DBE and PEDs have made significant efforts to help teachers and learners cope with a reduced amount of contact time, for instance through the provision of revised Annual Teaching Plans (ATPs), which have prioritised certain core skills within the curriculum. Nevertheless, the ongoing loss of teaching time means that further learning losses have probably not yet been halted, let alone reversed.

In order to manage the reduced teaching and learning time due to COVID-19, the 2021 NSC cohort was subject to a trimmed curriculum, including revised assessment requirements, that excluded content covered by previous Grade 11 cohorts. As part of the recovery programme, foundational content not covered in Grade 11 in 2020, had to be included in the 2021 ATPs, despite the reduced time available for teaching and learning in 2021. Additionally, since they were not exposed to formal, full-scale mid-year and end-of-year examinations in Grade 11, nor mid-year examinations in Grade 12, they did not have the same examination fitness and exposure that previous cohorts had.

After a highly successful vaccination programme amongst teachers, with vaccines now available to children aged 12 and above, and given the ongoing low risk presented by COVID-19 to young children, the DBE has implemented a full return to everyday school attendance. This reduction of any further disruptions to teaching time will be much more impactful, less costly and easier to implement than any new remediation strategies and programmes, not that these should not also be considered.

### 5.17. School Property Vandalism

The Department of Basic Education is confronted with continuous vandalism to school property either through natural disaster and deliberate human activities. More than 369 schools were damaged by the hail storms across the country in 2021 with estimate costs of R467 527 446.92 to repair. The use of schools by disgruntled communities as soft-spots 'to force the hand of government' to address service delivery gaps is worrisome.

In 2021 two (2) provinces, KwaZulu-Natal and Gauteng, experienced unprecedented levels of vandalism affecting 141 schools and offices. One (1) school in Pinetown was burnt to the ground. 1 882 (cumulative) schools were damaged across the country during COVID-19 lockdown with major costs to the state. One (1) school in North West, Tirelong Secondary School, outside Rustenburg, experienced more than five (5) burglaries with criminals stealing electricity cables, water taps and books. The repairs cost the NW Education Department more than R800 000. Looting of ICT equipment and food NSNP was prevalent.

The Department is continuously engaging and galvanizing communities through the Quality Learning and Teaching Campaign (QLTC) and other line functions including Social Cohesion and Equity, School Safety, Governance and Infrastructure to protect the school infrastructure. A multi-sectoral violence prevention campaign is being rolled out through the championship of the Executive (both Minister and Deputy Minister) for high-impact results.

## 6. Internal Environment

### Organisational environment

The following key Senior Management Service (SMS) posts have been filled, thereby ensuring adequate human resources for the attainment of outcomes for *Action Plan to 2019: Towards the Realisation of Schooling 2030*:

The following Key appointments were made:

- Director: Government Information Technology Officer (GITO);
- Director: Labour Relations;
- Director: Education Labour Relations and Conditions of Services;
- Chief Director: Education Human Resource Management;
- Chief Director: Foundations for Learning;
- Chief Director: Care and Support in Schools;
- Director: Enhancement of Programmes and Evaluation of School Performance; and
- Director: Curriculum Implementation and Quality Improvement (GET).

The key posts of Deputy Director-General (DDG): Curriculum, Policy Support and Monitoring and DDG: Office of the Director-General have been advertised and appointments are imminent.

In terms of gender equity at the Senior Management Level, the DBE has a ratio of 38% female appointments to 62% male appointments. At the Middle Management Service (MMS) level, the staff complement has attained 56% women of all racial groups and 44% males of all racial groups. However, the overall ratio in the Department stands at 58% female to 42% male staff. In this regard, the Department has exceeded the 50:50 ratio. The Department Recruitment Policy has been revised to require equity statistics to be reported on at the interviews as well as in the submission to the Minister and Director-General. The achievement of a 50% female target at SMS level is difficult as there are not many male retirements to allow for females to move into posts. The Department continues pursuing the policy of succession planning considering this problem. Capable females from the Middle Management Service (MMS) echelon are given every opportunity to equip themselves with the skills and competencies required for SMS positions. The Department has arranged for courses to create proficiency in various identified areas.

The DBE has rolled out awareness training on the POPI Act for officials to be aware of the minimum standards regarding accessing and processing of any personal information belonging to another. Further, the PAIA Manual has been amended to align it with the POPI Act and drafted Guidelines which are published on the Departmental website. To address competency skills gaps, employees attend skills development and training programmes as well as the compulsory induction programme. This is an ongoing process that is dependent on quarterly and annual Performance Management and Development Scheme (PMDS) evaluations and assessments. The Department also prepared a comprehensive questionnaire for the Department database to gauge the success of courses attended.

Poor performance is being closely monitored with the Director-General instructing Branch Heads to monitor and report on poor performance and to ensure that the necessary professional development of officials ensues.

The DBE has appointed an onsite doctor as part of the Employee Assistance Programme (EAP). The onset of the COVID-19 pandemic had prevented the normal health and wellness campaigns organised by the DBE, from taking place.

The Department works with a number of stakeholders from the Private sector, Unions, Non-governmental institutions and many of which contribute to the achievement of the planned outcomes.

a) The status of the institution regarding compliance with the Broad-Based Black Economic Empowerment (BBBEE) Act.

Business ownership is taken into account during the procurement of goods and services to ensure that where possible certain designated groups are advanced, this includes businesses owned by women, youth, Persons with Disabilities and previously disadvantaged individuals.

b) The status of the institutions regarding women, children, youth and Persons with Disabilities.

Women, youth and Persons with Disabilities are provided with bursaries and capacity building programmes. Unemployed youth are provided with an opportunity to gain workplace experience through developmental programmes, such as internship and learnerships.

**Table 6: Statistics disaggregated in terms of gender, youth and Persons with Disabilities**

TABLE OF STATISTICS DISAGGREGATED IN TERMS OF GENDER, YOUTH AND PERSONS WITH DISABILITIES			
<b>Youth</b>	<b>18-35</b>	<b>36-70</b>	<b>Total</b>
	169	596	765
<b>Gender</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
	456	309	765
<b>Persons with Disabilities</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
	4	4	8

## Information and Management Systems

The prevalence of Information Technology as a productivity tool has become more imperative to aid in service delivery in the COVID-19 environment. The Department through the Government Information Technology Officer (GITO) is planning to improve the current ICT Network Infrastructure to respond to the changing technology. Quarterly reports will be provided on the progress of the project. The Department will also review and align ICT policies as well as provide Quarterly progress reports on the policies reviewed and approved.

The Department has received an unqualified audit opinion with findings during the 2020/21 financial year. The strengthening of internal controls and the rigorous monitoring of the Audit Action plan has yielded positive results for two years in succession. The Department will continue to work closely with Internal Audit to maintain the unqualified opinion and to do even better to receive unqualified with no findings. The DBE will retain the two indicators although they have been achieved, “Annual Performance Plan approved by 31 March each financial year”, Number of quarterly Reports submitted to National Treasury (NT) and the DPME 30 days after the end of each quarter”. This is a way in which the Department enforces internal controls, which will in turn lead to a clean audit.

**Table 7: Overview of 2021/2022 Budget and Medium-Term Expenditure Framework (MTEF) Estimates**

Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
1 Administration	471 919	509 388	486 123	524 698	535 184	538 464	562 869
2 Curriculum Policy, Support and Monitoring	2 299 699	2 406 097	3 164 463	3 365 654	3 280 768	3 337 074	3 486 938
3 Teachers, Education Human Resources and Institutional Development	1 297 611	1 367 945	1 395 395	1 449 059	1 501 105	1 505 673	1 567 649
4 Planning, Information and Assessment	12 734 639	12 586 411	11 375 084	14 710 549	15 416 997	15 810 760	16 180 197
5 Educational Enrichment Services	7 108 407	7 506 940	7 902 118	8 433 979	8 826 113	9 196 038	9 609 031
<b>TOTAL</b>	<b>23 912 275</b>	<b>24 376 781</b>	<b>24 323 183</b>	<b>28 483 939</b>	<b>29 560 167</b>	<b>30 388 009</b>	<b>31 406 684</b>





## 7. Institutional Programme Performance Information

### 7.1. Programme 1: Administration

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

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

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

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets					MTEF Period	
				Audited /Actual Performance	2019/20	2020/21	2021/22	2022/23		2023/24
Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector.	Valid invoices paid	1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department.	Quarterly	99.05% 1 459/1 473	99.55% (35 327/ 35 485)100%	99.12% 14 129/ 14 255	100%	100%	100%	100%
	Resolved misconduct cases reported	1.1.2 Number of reports on misconduct cases resolved within 90 days.	Quarterly	100% 2/2	4	4	4	4	4	4
	Skilled officials	1.1.3 Number of capacity building programmes offered to the DBE officials.	Annually	-	-	19	12	14	14	15
	Conditional Grants Quarterly Reports submitted	1.1.4 Number of Schedule 4, 5 and 6 Conditional Grants Quarterly Performance Reports submitted to National Treasury (NT) 45 days after the end of each quarter.	Quarterly	-	-	-	-	28	28	28
	Annual Performance Plan approved	1.2.1 The Annual Performance Plan is approved by 31 March each financial year.	Annually	-	-	2021/22 APP approved by March 2021	2022/23 APP approved by March 2022	2023/24 APP approved by March 2023	2024/25 APP approved by March 2024	2025/26 APP approved by March 2025
	Quarterly performance information submitted	1.2.2 Number of Quarterly Performance Reports submitted to National Treasury (NT) and the DPME 30 days after the end of each quarter.	Quarterly	-	-	4	4	4	4	4

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

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department.	Quarterly	100%	100%	100%	100%	100%
1.1.2 Number of reports on misconduct cases resolved within 90 days.	Quarterly	4	1	1	1	1
1.1.3 Number of capacity building programmes offered to the DBE officials.	Annually	14	-	-	-	14
1.1.4 Number of Schedule 4, 5 and 6 Conditional Grants Quarterly Performance Reports submitted to National Treasury (NT) 45 days after the end of each quarter.	Quarterly	28	7	7	7	7
1.2.1 The Annual Performance Plan is approved by 31 March each financial year.	Annually	2023/24 APP approved by March 2023	-	-	-	2023/24 APP approved by March 2023
1.2.2 Number of Quarterly Performance Reports submitted to National Treasury (NT) and the DPME 30 days after the end of each quarter.	Quarterly	4	1	1	1	1

**Explanation of planned performance over the medium-term period**

**Programme 1: Administration** is responsible for managing the Department through the provision of strategic leadership, management and support services. The programme contributes to ensuring quality basic education system through effective institutional service delivery processes, planning and provisioning. During the 2022/23 financial year, administering the plans of the MTSF and areas such as Governance and Human Resources will continue to be key in the Performance Agreement of the Accounting Officer.

The Department continues to report to the Department of Public Service and Administration (DPSA) on Senior Management Service (SMS) Performance Agreements signed to ensure that they are linked with the National Development Plan's priorities to improve on the efficiency of governance, including improvement in the departmental audit outcomes.

The approach to the Quarterly Branch Reviews will be improved to get commitment on how performance information issues are identified and addressed. This will be useful in fostering ownership and accountability within the Department to ensure that the Quarterly Performance Reports are submitted to the National Treasury (NT) and the DPME 30 days after the end of each quarter as prescribed by legislation and prescripts.

**Corporate Services**

The DBE has prioritised the appointment of women at the SMS level to comply with the DPSA directive of a ratio of 50% women to 50% men. The DBE ratio at the SMS level is currently 36.3% women to 63.7% men. The DBE will be making determined efforts to accelerate the appointment of women at the SMS level over the MTEF by elevating the discussion to Broad Management Meetings monthly and providing the latest statistics. During shortlisting and interviews, the panel will be provided with the statistics as a reminder of the prevailing ratio vis-à-vis the target.

There has been greater progress at the Middle Management Service (MMS) level, as the ratio is presently 56.4% women to 43.6% men. Women at the MMS level will continue to be prepared to move into SMS positions through professional development programmes and pre-entry programme at SMS level. During the 2022/23 financial year, the posts advertisements will indicate that the employment priority will be informed by the Employment Equity Plan 2021-2026 of the Department and that the DBE intends to promote equity in terms of race, gender and disability through the filling of posts to enable the Department to reach the required ratio of 50% women to 50% men.

The DBE has not met the DPSA target of 2% employment of persons with disabilities as only 1.2% of the DBE staff are persons with disabilities. The application of the DPSA target of 2% for disability is a challenge at the DBE. The DBE over the MTEF will consider a more vigorous approach to recruiting Persons with Disabilities. Advertisements of the DBE posts will continue to raise awareness and that persons with disabilities are given preference in order to encourage applicants to disclose and apply. The DBE will identify posts most suited to persons with disabilities and embark on a headhunting process. This will entail

working with organisations representing Persons with Disabilities such as the South African Council for the Blind, the National Organisation of the Blind (NOBSA), Deaf Federation of South Africa (DEAFSA), Higher Education Disability Services Association as well as the full-service schools within the education sector. The DBE, through the Inclusive Education Directorate, will establish a database of candidates to be used within the sector and made available to other departments as well.

There are 14 capacity-building programmes for the financial year 2022/23 that will target officials who have identified training programmes for their professional development as well as officials who have identified programmes to assist them in addressing skills needs and competencies required to deliver the outcomes of the Department. These training needs are identified during performance assessments where officials are given the opportunity to develop their Personal Development Plans (PDP) supported by their supervisors. A bursary programme is in place, and it is aimed at assisting officials in improving their education and obtaining formal qualifications. The Department also assists officials to obtain qualifications through the Recognition of Prior Learning (RPL) Programme. Human Resources are central to providing strategic leadership, management and support services to the Department. These programmes will consider prioritising women, youth and persons with disabilities as part of the transformation process.

### **Office of the Chief Financial Officer (CFO)**

The Office of the CFO is responsible for Departmental financial management through the provision of budgetary planning, provisioning and procurement, expenditure management as well as accounting services. In addition, the Office of the CFO provides overall financial advice to the Department. Over the MTEF, the Department aims to maintain 100% payment of valid invoices within 30 days of receipt. During the current reconstruction and recovery plan for the country from the effects of the COVID-19 pandemic, suppliers require swift payments over services rendered to continuously assist in re-building the economy, sustaining businesses, developing local suppliers and the creation of jobs.

### **Research Coordination, Monitoring and Evaluation (RCME)**

The DBE, through the RCME unit, is planning to continue with a focus on measuring sector performance and conducting research and evaluation to inform future policy and programmatic directions. Critical activities in the next period include the administration of the School Monitoring Survey which will measure sector performance against key indicators contained in the *Action Plan to 2024*, using a nationally representative sample of schools.

The Early Grade Reading Studies will continue to provide evidence on the most cost-effective ways to improve the teaching and learning of reading in the early grades, through the work being done in the North West Province. Meanwhile, the Early Grade Mathematics Research Programme will begin to coordinate and disseminate research activities being done across the sector. The aim is to consolidate evidence about what works to improve mathematics outcomes in the early grades.

### **Strategic Planning and Reporting**

The Annual Performance Plan (APP) continues to identify the planned performance that the Department seeks to achieve in the upcoming financial year and during the MTEF to implement and achieve its outcomes and impacts. Through the APP, the DBE provides details of performance indicators and targets for budget programmes and sub-programmes where relevant, and ensures the accountability of the Department to the oversight structures. This ensures that the Department continues to implement programmes that are aligned to the Medium-Term Strategic Framework and National Development Plan for improving Basic Education.

The timeous submission of the Quarterly Performance Reports to the oversight structures such as the National Treasury and the Department of Planning, Monitoring and Evaluation (DPME) via the electronic Quarterly Performance Reporting System (eQPRS), ensures that the Department is able to continuously report on the progress the Department is making on delivering the intended outputs, outcomes and impacts. Over the MTEF, the Department will submit four (4) Quarterly Performance Reports 30 days after the end of each quarter.

## Coordination and Secretariat Support

Key outputs and targets that are planned to be achieved in the 2022/23 financial year are as follows:

- Coordinating the business of Heads of Education Departments Committee (HEDCOM) sub-committees by drafting a consolidated annual schedule of subcommittees’ meetings, assessment of the functionality of subcommittees and ensuring regular reporting at HEDCOM meetings;
- The management of meetings of various sector coordination mechanisms such as the Council of Education Ministers (CEM), HEDCOM, Ministerial Management (MM), Senior Management (SM) and Broad Management (BM). These mechanisms are charged with the mandate of providing strategic and technical leadership of the basic education system. These structures are therefore concerned with institutionalising the impact statement of providing *improved quality basic education for all* in South Africa; and
- The management of meetings of the Forum of South African Directors-General (FOSAD) Social Protection, Community and Human Development (SPCHD) Cluster and the SPCHD Cluster Technical Working Group (TWG), both of which are intended to foster the integration and coordination of initiatives and efforts of the social sector government departments and to enhance the delivery of social services.

COORDINATING MECHANISM	MEETINGS
BM	11
SM	18
MM	12
HEDCOM	6
CEM	5
SPCHD Cluster	11
SPCHD Cluster TWG	11
<b>Total</b>	<b>74</b>

The programme in providing strategic leadership, management and support services to the Department and ensures that there is stability for the core programmes of the Department to deliver on the mandate by ensuring that administration, planning and Human Resource systems evolve to deal with and support emerging priorities of the Department. At the end of the Strategic Planning period, it aims to achieve its outcome on maintaining and developing information and other systems which enable transformation and efficient accountable sector.

**Table 10: Programme Resource Considerations**

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2018/19	2019/20	2020/21		2021/22	2022/23	2023/24
Ministry	34 738	43 786	28 794	39 120	34 514	35 704	37 307
Departmental Management	99 238	99 120	84 397	93 875	95 640	93 429	97 624
Corporate Services	67 206	78 234	66 161	75 300	76 951	78 434	82 179
Office of the Chief Financial Officer	68 326	78 300	85 781	83 735	88 723	89 762	93 794
Internal Audit and Risk Management	6 629	6 253	6 932	7 572	7 863	8 111	8 477
Office Accommodation	195 782	203 695	214 058	225 096	231 493	233 024	243 488
<b>Total</b>	<b>471 919</b>	<b>509 388</b>	<b>486 123</b>	<b>524 698</b>	<b>535 184</b>	<b>538 464</b>	<b>562 869</b>
<b>Economic Classification</b>							
<b>Current payments</b>	457 867	491 193	459 421	505 336	514 311	518 258	541 756
Compensation of employees	175 182	190 611	185 528	197 586	199 620	200 093	209 302
Goods and services	238 106	257 025	231 476	268 232	274 138	277 456	289 917
Computer services	26 183	21 088	26 682	24 013	23 027	23 241	23 143
Operating Lease	610	709	597	1 690	1 522	2 147	2 184
Property payments	140 347	148 738	158 085	168 708	173 162	173 827	181 634
Travel and subsistence	21 386	28 029	6 932	28 331	27 823	27 109	27 047
Other	49 580	58 461	39 180	45 490	48 604	51 132	55 909
Interest and rent on land of which:	44 579	43 557	42 417	39 518	40 553	40 709	42 537
<b>Transfers and subsidies</b>	891	3 273	1 320	1 479	472	474	495
Departmental agencies and accounts	417	429	453	459	472	474	495
Foreign Government and International Organisations							
Households	474	2 844	867	1 020	0	0	0
<b>Payments for capital assets</b>	12 929	14 879	25 127	17 883	20 401	19 732	20 618
Buildings and other fixed structures	8 958	9 980	11 120	12 390	13 099	13 676	14 290
Machinery and equipment	3 971	4 463	3 597	5 125	6 920	5 658	5 912
Software and other intangible assets	0	436	10 410	368	382	398	416
<b>Payments for financial assets</b>	232	43	255				
<b>Total</b>	<b>471 919</b>	<b>509 388</b>	<b>486 123</b>	<b>524 698</b>	<b>535 184</b>	<b>538 464</b>	<b>562 869</b>

Over the medium-term, the Administration programme is expected to spend R532 million as a portion of the total vote allocation. There is an expected average growth of 2% in the first year of the MTEF. The Department through the office of the CFO will have an increased allocation for the 2022/23 financial year. The importance of ensuring payment of supplier invoices within the stipulated timeframes remains key to the Department. The resources within the programme will be intensified to ensure compliance with the Treasury Regulation 8.2.3 and compliance with the requirement to pay supplier's invoices within the prescribed period in terms of the Public Finance Management Act (PFMA), 1999. This will contribute to developing Small, Medium and Micro Enterprises, thus benefiting the economic growth of the country.

The Department will continue to utilise the training budget allocated for the capacity-building programmes. The budget emanates from the Skills Development Act levy. The filling of critical posts will be impacted by the lower budget allocation due to the shrinking allocations on the Compensation of Employees budget and economic circumstances. The Department will forge to deliver on its service delivery mandate over the MTEF.

## 7.2. Programme 2: Curriculum Policy, Support and Monitoring

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

**Sub-programmes:** Programme Management: Curriculum Implementation and Monitoring; Curriculum and Quality Enhancement

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

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets					MTEF Period		
				Audited /Actual Performance		Estimated Performance	MTEF Period				
				2018/19	2019/20		2020/21	2021/22		2022/23	2023/24
Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.	Schools monitored on implementation of CAPS	2.1.1 Number of Technical Schools monitored for implementation of the Curriculum and Assessment Policy Statements (CAPS).	Quarterly	54	18	18	18	18	18	18	18
	Learner subject passes in NSC/ SC through SCMP obtained	2.1.2 Number of learners obtaining subject passes towards an NSC or extended Senior Certificate (SC), including upgraded NSC, through the Second Chance Matrix Programme (SCMP).	Bi-annually	64 062	40 531 NSC: 963 SC: 39 568	60 063	45 000	50 000	55 000	60 000	
	Children/ Learners with Profound Intellectual Disability supported	2.1.3 Number of Children/ Learners with Profound Intellectual Disability (C/ LPID) using the Learning Programme for C/LPID.	Annually	6 416	8 855 Profound Intellectual Disability (PID); 4 308 Severe Intellectual Disability (SID); 4 547	3 423	3 727	3 927	4 127	4 327	

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets				Estimated Performance	MTEF Period			
				Audited /Actual Performance		2020/21			2021/22	2022/23	2023/24	2024/25
				2018/19	2019/20	2020/21	2021/22		2022/23	2023/24	2024/25	
	Policy on Screening, Identification, Assessment and Support (SIAS) implemented	2.1.4 An Annual National Report is produced on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention.	Annually	-	-	Approved National Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	Approved National Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	Approved National Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	Approved National Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	Approved National Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention		
	Early Childhood Development fully migrated	2.1.5 An Annual National Report is produced on the development of a new funding model for ECD.	Annually	-	-	Report on investigation into ECD funding models	Approved National Report on the development of a new funding model for ECD.	Approved National Report on the review of the subsidy payment mechanism	Approved National Report on the review of the new funding model	*-		
		2.1.6 An Annual National Report is produced on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS.	Annually	-	-	Signed MoU DBE RSA and Lego Foundation provided. South Africa ECD Census 2021 Request for Tender provided.	Approved National Report on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS	Approved National Report on the integration of ECD data into EMIS	Approved National Report on the integration of ECD data into EMIS	*-		
		2.1.7 An Annual National Report is produced on developing an Early Childhood Development (ECD) Human Resource Development (HRD) Plan.	Annually	-	-	Report on ECD service delivery model and its workforce implications	Approved National Report on the development of a new ECD service delivery model and its workforce implications	Approved National Report on piloting the new service delivery model and its workforce implications	Approved National Report on the approved service delivery and HR model.	*-		
	Implementation of National Curriculum Statement Monitored	2.1.8 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10 -12.	Annually	-	-	8	8	8	15	15		

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets					MTEF Period	
				Audited /Actual Performance		Estimated Performance	MTEF Period			
				2018/19	2019/20		2020/21	2022/23		2023/24
	Increased Bachelor Level Passes	2.1.9 Number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor level passes.	Annually	-	-	3	9	9	9	9
	Entrepreneurship education implemented in schools	2.1.10 Number of schools monitored for implementing compulsory entrepreneurship education.	Annually	-	-	86	135 (15 per province)	180 (20 per province)	225 (25 per province)	270 (30 per province)
	Implementation of General Education Certificate monitored	2.1.11 An Annual National Report is produced on the implementation of the General Education Certificate (GEC).	Annually	-	-	Approved Annual Sector Report on the implementation of the General Education Certificate (GEC)	Approved Annual Sector Report on the implementation of the GEC	Approved Annual National Report on the implementation of the General Education Certificate (GEC)	Approved Annual National Report on the implementation of the General Education Certificate (GEC)	Approved Annual National Report on the implementation of the General Education Certificate (GEC)
	Technical Occupational Stream piloted	2.1.12 An Annual Sector Report is produced on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively.	Annually	-	-	An Approved Annual Sector Report on Schools of Skill that pilot the Technical Occupational Stream	Approved Annual Sector Report on Ordinary Secondary Schools that pilot the Technical Occupational Stream in 2021/22	Approved Annual Sector Report on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively.	Approved Annual Sector Report on schools that implement the Vocational and Occupational Streams	Approved Annual Sector Report on schools that implement the Vocational and Occupational Streams
	Pilot on Coding and Robotics curriculum monitored	2.1.13 Number of schools monitored for piloting the Coding and Robotics curriculum.	Annually	-	-	-	18 schools (2 per piloting province)	18 schools (2 per piloting Province)	18 schools (2 per piloting Province)	*-



Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets					Estimated Performance	MTEF Period		
				Audited /Actual Performance		2020/21	2021/22	2022/23		2023/24	2024/25	
				2018/19	2019/20							
Outcome 3: Improved knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery.	Implementation of reading norms monitored	2.2.1 Number of schools monitored on the implementation of the reading norms.	Annually	22	20	10	18	18	18	18	18	
	Implementation of Incremental Introduction to African Languages monitored	2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL).	Annually	20	20	10	18	18	18	18	18	
	Implementation of Early Grade Reading Assessment monitored	2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA).	Annually	92	100	10	18	18	18	18	18	
	Implementation of multi-grade toolkit monitored	2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit.	Annually	-	72	10	32	32	32	32	32	
	Implementation of National Reading Plan monitored	2.2.5 An Annual Sector Report is produced on the implementation of the National Reading Plan.	Annually	-	-	Approved Annual Sector Report on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	Approved Annual Sector Report on the implementation of the National Reading Plan	
	Availability of readers monitored	2.2.6 An Annual Sector Report is produced on the number of public schools monitored on the availability of readers.	Annually	-	-	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets				Estimated Performance	MTEF Period		
				Audited /Actual Performance		2020/21	2021/22		2022/23	2023/24	2024/25
				2018/19	2019/20						
Outcome 4: Advanced development of innovative and high-quality educational materials.	Utilisation of ICT resources monitored	2.3.1 Number of schools per province monitored for utilisation of Information Communication Technology (ICT) resources.	Annually	27	27	27	27 (3 per province)	27 (3 per province)	27 (3 per province)	27 (3 per province)	
		2.3.2 Percentage of public schools with Home Language workbooks for learners in Grades 1 to 6, per year after having placed an order.	Annually	Volume 1: 100% (17 316/17 316) Volume 2: 100% (17 341/ 17 341)	100% (17 236/17 236)	100%	100%	100%	100%		
	Workbooks provided to schools	2.3.3 Percentage of public schools with Mathematics workbooks for learners in Grades 1 to 9 per year, after having placed an order.	Annually	Volume 1: 100% (23 223/23 223) Volume 2: 100% (23 201/23 201)	100% (23 177/23 177)	100%	100%	100%	100%	100%	
		2.3.4 Percentage of public schools with workbooks for learners in Grades R per year, after having placed an order.	Annually	100% (16 347/16 347)	100% (16 317/16 317)	100%	100%	100%	100%	100%	
	Learner textbooks on Mathematics and EFAL provided	2.3.5 An Annual Sector Report is produced on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.	Annually	-	-	Approved Annual Sector Report on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6 and 9)	Approved Annual Sector Report on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.	Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.	Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.	Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.	

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets					MTEF Period	
				Audited /Actual Performance		Estimated Performance	2022/23	2023/24		2024/25
				2018/19	2019/20					
	Lesson plans developed	2.3.6 Number of schools monitored for home languages in which Literacy Grades 1-3 Lesson Plans have been developed for terms 1 to 4.	Annually	-	-	10	10	10	18	
	Special schools' access to electronic devices monitored	2.3.7 Number of special schools with access to electronic devices.	Annually	-	-	145	70	70	*	
	Provision of ICT devices monitored	2.3.8 An Annual Sector Report is produced on the monitoring of procurement and distribution of Information Communication Technology (ICT) devices	Annually	-	-	-	Approved Annual Sector Report on the monitoring of procurement and distribution of Information Communication Technology (ICT) devices	Approved Annual Sector Report on the monitoring of procurement and distribution of Information Communication Technology (ICT) devices	Approved Annual Sector Report on the monitoring of procurement and distribution of Information Communication Technology (ICT) devices	
Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems.	Capacitated teachers in inclusion	2.4.1 An Annual Sector Report is produced on the number of teachers trained on inclusion.	Annually	-	-	Approved Annual Sector Report on the number of teachers trained on inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion	Approved Annual Sector Report on the number of teachers trained on inclusion	
	Learners admitted in public special schools	2.4.2 An Annual Sector Report is produced on the number of learners in public special schools.	Annually	-	-	Approved Annual Sector Report on the number of learners in public special schools	Approved Annual Sector Report on the number of learners in public special schools	Approved Annual Sector Report on the number of learners in public special schools	Approved Annual Sector Report on the implementation of inclusive education in public ordinary and special schools	
	Public special schools serving as resource centres monitored	2.4.3 An Annual Sector Report is produced on the percentage of public special schools serving as resource centres.	Annually	-	-	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	Approved Annual Sector Report on the functionality of public special schools serving as resource centres	

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets				Estimated Performance	MTEF Period		
				Audited /Actual Performance		2020/21	2021/22		2022/23	2023/24	2024/25
				2018/19	2019/20						
	Focus schools established	2.4.4 An Annual Sector Report is produced on the establishment of focus schools per PED.	Annually	-	-	Approved Annual Sector Report on the establishment of Focus Schools Per Provincial Education Department	Approved Annual Sector Report on the establishment of focus schools per PED	Approved Annual Sector Report on the establishment of focus schools per PED	Approved Annual Sector Report on the establishment of focus schools per PED	Approved Annual Sector Report on the establishment of focus schools per PED	

\* The ECD indicators will end in the 2023/24 financial year and new indicators will be developed with regards to ECD service delivery.

\* Coding and Robotics pilot would be concluded in the 2023/24 financial year and there will be monitoring of the full implementation.

\* Specials schools is indicator is unfunded, there are no targets for the 2024/25 financial year.

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

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
2.1.1 Number of Technical Schools monitored for implementation of the Curriculum and Assessment Policy Statements (CAPS).	Quarterly	18	6	6	-	6
2.1.2 Number of learners obtaining subject passes towards an NSC or extended Senior Certificate (SC), including upgraded NSC, through the Second Chance Matric Programme (SCMP).	Bi-annually	50 000	-	25 000	-	25 000
2.1.3 Number of Children/ Learners with Profound Intellectual Disability (C/LPID) using the Learning Programme for C/LPID.	Annually	3 927	-	-	-	3 927
2.1.4 An Annual National Report is produced on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention.	Annually	Approved Annual National Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention	-	-	-	Approved Annual National Report on monitoring of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification and intervention
2.1.5 An Annual National Report is produced on the development of a new funding model for ECD.	Annually	Approved Annual National Report on the review of the subsidy payment mechanism	-	-	-	Approved Annual National Report on the review of the subsidy payment mechanism
2.1.6 An Annual National Report is produced on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS.	Annually	Approved Annual National Report on the integration of ECD data into EMIS	-	-	-	Approved Annual National Report on the integration of ECD data into EMIS
2.1.7 An Annual National Report is produced on developing an Early Childhood Development (ECD) Human Resource Development (HRD) Plan.	Annually	Approved Annual National Report on piloting the new service delivery model and its workforce implications	-	-	-	Approved Annual National Report on piloting the new service delivery model and its workforce implications
2.1.8 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10 -12.	Annually	8	-	-	-	8
2.1.9 Number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor level passes.	Annually	9	-	-	-	9
2.1.10 Number of schools monitored for implementing compulsory entrepreneurship education.	Annually	180 (20 per province)	-	-	-	180 (20 per province)
2.1.11 An Annual National Report is produced on the implementation of the General Education Certificate (GEC).	Annually	Approved Annual National Report on the implementation of the General Education Certificate (GEC)	-	-	-	Approved Annual National Report on the implementation of the General Education Certificate (GEC)
2.1.12 An Annual Sector Report is produced on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively.	Annually	Approved Annual Sector Report on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively.	-	-	-	Approved Annual Sector Report on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively.
2.1.13 Number of schools monitored for piloting the coding and robotics curriculum.	Annually	18 schools (2 per piloting Province)	-	-	-	18 schools (2 per piloting Province)
2.2.1 Number of schools monitored on the implementation of the reading norms.	Annually	18	-	-	-	18
2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL).	Annually	18	-	-	-	18
2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA).	Annually	18	-	-	-	18

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit.	Annually	32	-	-	-	32
2.2.5 An Annual Sector Report is produced on the implementation of the National Reading Plan.	Annually	Approved Annual Sector Report on the implementation of the National Reading Plan	-	-	-	Approved Annual Sector Report on the implementation of the National Reading Plan
2.2.6 An Annual Sector Report is produced on the number of public schools monitored on the availability of readers.	Annually	Approved Annual Sector Report on the number of public schools monitored on the availability of readers	-	-	-	Approved Annual Sector Report on the number of public schools monitored on the availability of readers
2.3.1 Number of schools per province monitored for utilisation of Information Communication Technology (ICT) resources.	Annually	27 (3 per province)	-	-	-	27 (3 per province)
2.3.2 Percentage of public schools with Home Language workbooks for learners in Grades 1 to 6 per year, after having placed an order.	Annually	100%	-	-	-	100%
2.3.3 Percentage of public schools with Mathematics workbooks for learners in Grades 1 to 9 per year, after having placed an order.	Annually	100%	-	-	-	100%
2.3.4 Percentage of public schools with workbooks for learners in Grades R per year, after having placed an order.	Annually	100%	-	-	-	100%
2.3.5 An Annual Sector Report is produced on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.	Annually	Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.	-	-	-	Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.
2.3.6 Number of schools monitored for home languages in which Literacy Grades 1-3 Lesson Plans have been developed for terms 1 to 4.	Annually	10	-	-	-	10
2.3.7 Number of special schools with access to electronic devices.	Annually	70	-	-	-	70
2.3.8 An Annual Sector Report is produced on the monitoring of procurement and distribution of Information Communication Technology (ICT) devices.	Annually	Approved Annual Sector Report on the monitoring of procurement and distribution of Information Communication Technology (ICT) devices	-	-	-	Approved Annual Sector Report on the monitoring of procurement and distribution of Information Communication Technology (ICT) devices
2.4.1 An Annual Sector Report is produced on the number of teachers trained on inclusion.	Annually	Approved Annual Sector Report on the number of teachers trained on inclusion	-	-	-	Approved Annual Sector Report on the number of teachers trained on inclusion
2.4.2 An Annual Sector Report is produced on the number of learners in public special schools.	Annually	Approved Annual Sector Report on the number of learners in public special schools	-	-	-	Approved Annual Sector Report on the number of learners in public special schools
2.4.3 An Annual Sector Report is produced on the percentage of public special schools serving as resource centres.	Annually	Approved Annual Sector Report on the percentage of public special schools serving as resource centres	-	-	-	Approved Annual Sector Report on the percentage of public special schools serving as resource centres
2.4.4 An Annual Sector Report is produced on the establishment of focus schools per PED.	Annually	Approved Annual Sector Report on the establishment of focus schools per PED	-	-	-	Approved Annual Sector Report on the establishment of focus schools per PED

## Explanation of planned performance over the medium-term period

**Programme 2: Curriculum Policy, Support and Monitoring** will focus on the following priority areas during the 2022/23 financial year.

**Foundations For Learning:** The DBE is responsible for the management and administration of programmes for Early Childhood Care, Early Childhood Learning as well as Reading with a focus on early grades. These programmes are aimed at ensuring that all children have access to safe and stimulating learning environments characterised by quality programmes to support the development of foundational skills of literacy and numeracy.

**Early Childhood Development:** The ECD function will become the responsibility of the DBE from the beginning of the 2022/23 financial year and this sub-sector will therefore become a top priority for the next five (5) years. It is important to note that expanded access to ECD opportunities has been an area of redress where much was achieved in the last decade. Participation in Early Childhood Development programmes has increased significantly over the past decade with the proportion of 4-year-olds participating in an educational institution increasing from 63% to 73.5% between 2009 and 2019. Similar increases have also been seen for 5-year-olds. Nevertheless, there have been concerns about the quality of both Grade R and pre-schooling.

The South African Early Years Index, which was being conducted in the second half of 2021, will shed further light on the quality of pre-schooling and the factors associated with improving the quality of pre-schooling. The first priority for the 2022/23 financial year will be to ensure the smooth transition of the function without any interruptions to service delivery. The major outputs for the 2022/23 financial year will focus on improving and strengthening service delivery and support to the ECD sector. This includes the development and piloting of a new ECD funding model where a national report will be produced on integrating ECD data into the EMIS system, implementing an online registration system for ECD registration, the development of a Quality Assurance and Support System, reviewing the legislation governing ECD, and understanding the workforce implications of the DBE's service delivery model. These outputs will be delivered during the MTEF period.

**Early Childhood Learning:** The DBE will be responsible to manage the development, evaluation and maintenance of policy, programmes and systems for ECD to enhance early learning. The activities will entail the development of policies concerning early learning programmes, qualifications and assessment for ECD; to render support to qualifications and quality assurance authorities concerning ECD and the monitoring of the implementation of the policies pertaining to ECD.

**Early Childhood Care:** The DBE is also required to develop, evaluate and maintain an accreditation system for providers and trainers; to manage access to quality ECD programmes for children from the ages of 0–4 years; to monitor the implementation of policies, and liaise with state departments and NGOs working in the ECD area. The DBE will manage the ECD subsidy component of the ECD Conditional Grant and the registration of ECD programmes. The ECD Conditional Grant, through its infrastructure and subsidy components, will contribute to the outcomes of the programme, by undertaking specific purpose that includes increasing the number of poor children accessing subsidised ECD services through centre and non-centre-based programmes, to support ECD providers delivering an ECD programme to meet basic health and safety requirements for registration and to pilot the construction of new low-cost ECD centres.

**Reading:** During the 2022/23 financial year, the Department will continue to provide oversight to PEDs with regard to monitoring of public schools on the availability of readers. This forms part of a comprehensive strategy aimed at ensuring that children can read for meaning by the age of ten (10). This will be achieved by improving the learning and teaching of critical foundational skills by developing, printing and distributing two (2) volumes of each: Grade 1 to Grade 6 Literacy/Languages; Grade 1 to Grade 3 Life Skills (quintile 1 to quintile 3); Grade 1 to Grade 9 Numeracy/Mathematics; Grade 1 to Grade 6 English First Additional Language; and Grade R workbooks to all learners in public schools annually. It remains imperative in the upcoming financial year to undertake to improving learners' reading proficiency levels in the Foundation Phase in all underperforming rural and township schools by using the Early Grade Reading Assessment toolkit to assess learners' reading levels by 2022/23. This includes learners' phonic knowledge, word recognition, fluency and comprehension skills in the early grades. The Department will embark on coordination, implementation and scale-up of sustainable early grade reading innovations, and to ensure that the promotion of reading and the establishment of a reading culture take the central stage through managing and coordinating collaboration with all stakeholders in the reading ecosystem.

## **CURRICULUM AND QUALITY ENHANCEMENT PROGRAMMES:**

**Enhancement of Programmes and Evaluation of School Performance:** During the period 2022/23 to 2024/25, the Department plans to print and distribute Grades R to 9 workbooks to public schools. The list of workbooks to be provided is as follows: Grade R workbooks (11 official Language's term 1-4); Grades 1 to 3 Mathematics (11 Languages volume 1-2); Grades 1 to 3 Life Skills (11 Official Languages volume 1-2); Grades 1 to 6 Home Languages (11 Languages volume 1-2); Grades 4 to 9 Mathematics (English and Afrikaans volume 1-2); and Grades 1 to 6 English First Additional Language (volume 1-2). The need for workbooks has increased as a result of the COVID-19 pandemic as learners were doing self-study at home. Workbooks became relevant as they contain practical tasks that require learner completion after studying a topic. It has been noticed that schools that initially did not place orders for workbooks, started to show interest and subsequently placed orders for the 2021 and 2022 academic years.

Advancement over the MTEF will focus on ensuring that learners in public ordinary schools are provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.

The DBE will monitor: Technical Schools implementing the Curriculum and Assessment Policy Statements (CAPS); schools piloting the Coding and Robotics curriculum; schools per province utilising Information Communication Technology (ICT) resources; and the number of special schools with access to electronic devices. Furthermore, the Department will ensure that Learners with Special Educational Needs (LSEN) schools are provided with ICT devices and assistive technologies as part of the Universal Service Access Obligations (USAO) initiative.

A number of special schools will be provided with electronic devices, and the procurement and distribution of ICT devices will be monitored by the Department. The focus will also be on producing an annual sector report on the establishment of focus schools per PED. These endeavours are to ensure that policies and the curriculum evolve to deal with emerging priorities, including those relating to Early Childhood Development, inclusive education, twenty-first-century skills, and the support and monitoring of learning outcomes to improve system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.

### **Second Chance Matric Programme (SCMP)**

The SCMP facilitates the support of second chance learners at selected face-to-face centres throughout the country working in collaboration with the PEDs. The programme aims to support second chance learners through these four (4) platforms: face-to-face classes at the centres, broadcasting through radio and television, online and offline support and provision of LTSM resources. In the 2022/23 financial year, the support will be provided to learners in two (2) phases. Phase 1 will take place from 01 February 2022 until 30 June 2022, supporting learners in preparing to write the May/June Examinations. Phase 2 will take place from 01 July 2022 to 30 November 2022, supporting learners preparing to write the October/November examinations. The Department will forge partnerships with different entities to increase the accessibility of the Programme to more learners. The partnerships will include the Departments of Higher Education and Training, Department of Correctional Services, the National Libraries of South Africa, the National Youth Development Agency (NYDA), Mindset TV on MultiChoice DStv and OpenView HD, as well as the SABC – both television and regional radio stations.

The SCMP will facilitate the development of study materials to increase subjects offered as the programme initially catered for the 11 high enrolment subjects.

The prevalence of COVID-19 remains a challenge in executing some of the programmes of the Department. To mitigate the spread of COVID-19, the Department will procure and donate COVID-19 essentials to be delivered to centres hosting the face-to-face classes. The Department will facilitate the contract of unemployed youth to administer the COVID-19 standard operating procedures before, during and after the SCMP classes at the centres. The learner database will be used as the source of information for the total number of learners assisted to achieve subject passes.

The Department, through the SCMP, will continue to provide support to adult learners who are upgrading or who did not meet the pass requirements of the National Senior Certificate examinations or Amended Senior Certificate. The programme



will be expanded to cater for the “*Not in Education, Employment, or Training*” (NEET) Group by providing opportunities for the unemployed youth to acquire the skills development programmes that make them employable or start their businesses. The Department will build partnerships with key stakeholders to implement the skills development programmes.

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

#### **CURRICULUM IMPLEMENTATION AND MONITORING:**

**Inclusive Education:** During the 2022/23 financial year, the Department will ensure that schools effectively implement the policy of inclusive education through monitoring and supporting the:

- Accelerated institutionalisation of the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) as a mechanism for early identification of and intervention on barriers to learning and curriculum differentiation to ensure equitable access to the curriculum;
- Mobilising of out-of-school children with disabilities by providing access to the learning programme and therapeutic services to Children/Learners with Profound Intellectual Disability (C/LPID) in special care centres and schools;
- Strengthening of designation, conversion and resourcing of full-service schools to equip them to fulfil their roles and responsibilities;
- Implementation of school-based support teams and district-based support teams;
- Implementation of the National Strategy for Learner Attainment (NSLA) in respect of Inclusive Education and Home Education;
- Strengthening of inter-departmental collaboration between the DBE, the DOH and the DSD for the provisioning of services to children; and
- Matrix for the implementation of the White Paper on the Rights of Persons with Disabilities.

The Department, through the Conditional Grant on Children/Learners with Severe to Profound Intellectual Disability (C/LPID), will:

- Ensure that learners with profound intellectual disability have access to quality, publicly funded education and support;
- Provide the necessary support, resources and equipment to identified care centres and schools for the provision of education to C/LPID;
- Monitor the recruitment, retention and utilisation of Provincial Project Managers and Transversal Itinerant Outreach Team members who will provide outreach services to special care centres and schools;
- Build the capacity of Transversal Itinerant Outreach Team Members, on the implementation of the Learning Programme for the C/LPID; and
- Monitor the provision of learning and teaching support materials, outreach services and therapeutic and psycho-social support to the C/LPID in targeted special care centres and schools.

## Curriculum Implementation and Quality Improvement (GET):

**Foundation Phase Home Language Structured Learning Programme Pilot:** Various programmes aimed at improving reading for meaning are being implemented in collaboration with the NECT. Schools across the country will continue with piloting Foundation Phase Home Languages Structured Learning Programme in quintiles 1-3 schools. The pilot follows a three-pronged approach to the teaching of Home Languages, namely: a) the provision of resources; b) training in pedagogy and use of resources; and c) implementation support.

**TV and Radio broadcast lessons:** Remote Digital Learning programmes in English First Additional Language (EFAL) will be offered in the form of broadcast video lessons on the DBE Tswelopele channel. The video lessons are targeting Grades 3, 4, 6, 7 and 9 and they focus on the different components of languages. The video lessons which are aligned to the recovery Annual Teaching Plans are part of the curriculum's response to the challenges of COVID-19 for learners and they are aimed at ensuring that learners, especially those whose schools follow a rotational timetable, are meaningfully occupied on days when they are at home. In supporting EFAL learners, teachers and schools, four (4) radio stations with either a 15- or 30-minutes slot on weekly basis are intended to be secured. The list of contributors ranges from language Subject Specialists (in the DBE and provinces), social workers, the NECT, as well as language teachers.

### e-Education:

The use of modern Information and Communications Technologies (ICTs) in the delivery of schooling through e-Education is an important area of innovation to be focused on in the next five (5) years. A 2018 study facilitated by the NECT, which brought together the insights of several foreign and local experts and around 1 200 districts and school personnel, led to seven (7) 'high priority' recommendations, namely:

1. Enhance the links across education goals, metrics and data down to the school level, and tailor them to the provincial context;
2. Create mechanisms for accountability for data accuracy;
3. Accelerate the rollout of Operation Phakisa of ICT infrastructure and improve data affordability;
4. Create dedicated roles with strong specialist ICT and data analysis capabilities;
5. Define and implement a public-private collaboration framework;
6. Build a robust ICT landscape of data systems and EdTech tools; and
7. Define data and system interoperability standards.

The study found that growth in the use by schools of SA-SAMS and better organised provincial and national warehousing of SA-SAMS data have had tangible benefits in the forms of less duplication in the submission of data and the introduction of online tools through which schools and districts can visualise important statistics. Crucially, the study found that managers, for instance in districts, are becoming increasingly aware of how data can contribute towards better planning and management. Progress was achieved largely through modalities of development involving public-private partnerships. The Data-Driven Districts (DDD) initiative, involving the Provincial Education Departments, the Dell Foundation and other stakeholders, have provided valuable lessons not just on how to harness technology, but also on how partners can work together to advance e-Education.

## Programme Resource Considerations

**Table 13: Programme 2: Programme Resource Considerations**

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Programme Management: Curriculum Policy, Support and Monitoring	3 205	3 405	2 941	2 815	2 955	3 080	3 218
Curriculum Implementation and Monitoring	815 495	886 400	1 746 920	1 605 547	1 593 980	1 641 802	1 715 534
Curriculum and Quality Enhancement Programmes	1 480 999	1 516 292	1 414 602	1 755 392	1 683 833	1 692 192	1 768 186
<b>Total</b>	<b>2 299 699</b>	<b>2 406 097</b>	<b>3 164 463</b>	<b>3 363 754</b>	<b>3 280 768</b>	<b>3 337 074</b>	<b>3 486 938</b>
<b>Economic classification</b>							
<b>Current Payments</b>	<b>1 251 861</b>	<b>1 278 676</b>	<b>1 188 115</b>	<b>1 468 611</b>	<b>1 402 512</b>	<b>1 395 764</b>	<b>1 458 446</b>
Compensation of employees	84 550	89 422	80 257	95 127	98 605	90 592	94 661
Goods and services	1 167 311	1 189 254	1 107 858	1 372 484	1 303 907	1 305 172	1 363 785
Agency and support/outsourced services	12 863	26 234	37 034	8 117	8 237	8 270	8 641
Inventory: Learning and teaching support material	1 056 330	1 044 366	1 024 821	1 276 188	1 193 377	1 194 257	1 247 890
Consumables: stationery, printing and office supplies	711	21 223	1 386	15 428	18 083	18 317	19 118
Travel and subsistence	33 393	40 134	12 573	21 872	27 888	27 948	29 202
Operating payments	21 231	23 791	6 241	952	984	987	1 031
Other	42 783	33 506	25 803	49 927	55 338	55 393	57 903
<b>Transfers and subsidies</b>	<b>1 046 599</b>	<b>1 126 459</b>	<b>1 974 927</b>	<b>1 894 177</b>	<b>1 877 239</b>	<b>1 940 250</b>	<b>2 027 385</b>
Provinces and Municipalities	1 042 081	1 121 855	1 970 022	1 889 555	1 872 996	1 935 990	2 022 934
Foreign government							
Non-profit institutions							
Households							
Departmental Agencies and accounts							
Foreign Government and International Organisations	136	173	0	199	204	205	214
Households	3 422	3 614	3 813	3 935	<b>4 039</b>	<b>4 055</b>	<b>4 237</b>
<b>Payments for capital assets</b>	<b>960</b>	<b>817</b>	<b>1 092</b>	<b>488</b>	-	-	-
Machinery and equipment	1 222	957	1 208	966	1 017	1 060	1 107
Software	<b>1 222</b>	957	1 208	966	<b>1 017</b>	<b>1 060</b>	<b>1 107</b>
<b>Payments for financial assets</b>	-	-	-	-	-	-	-
<b>TOTALS</b>	<b>17</b>	<b>5</b>	<b>213</b>	-	-	-	-
	<b>2 299 699</b>	<b>2 406 097</b>	<b>3 164 463</b>	<b>3 363 754</b>	<b>3 280 768</b>	<b>3 337 034</b>	<b>3 486 938</b>

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
<b>Details of selected transfers and subsidies</b>							
<b>Transfers and subsidies</b>	<b>1 046 599</b>	<b>1 126 459</b>	<b>1 974 927</b>	<b>1 894 177</b>	<b>1 877 239</b>	<b>1 940 250</b>	<b>2 027 385</b>
Children / Learners with Severe to Profound Intellectual Disability Grant	180 798	212 325	225 761	242 760	255 521	260 424	272 120
Mathematics, Science and Technology Grant	370 483	391 302	332 862	412 134	424 793	433 079	452 528
Early Childhood Development	490 800	518 228	1 411 399	1 234 661	1 192 682	1 242 487	1 298 286
South African Congress for Early Childhood Development	700	739	780	805	826	829	866
Ntataise	1 100	1 162	1 225	1 265	1 083	1 083	1 132
Uhambo Foundation	1 622	1 713	1 808	1 865	2 130	2 143	2 239
<b>Current</b>	<b>1 096</b>	<b>990</b>	<b>1 092</b>	<b>687</b>	<b>204</b>	<b>205</b>	<b>214</b>
Foreign Government and International Organisations	136	173	0	199	204	205	214
Households	960	817	1 092	488	-	-	-

Over the medium-term, the Department of Basic Education will continue its focus on enhancing the Second Chance Matric Programme (SCMP) to improve the opportunities of learners. The SCMP will contribute to the economy through job opportunities with a R5 000.00 stipend payable to teachers who offer lessons to second chance learners after hours and over weekends. The allocated budget will also be used for printing of the LTSM that are distributed to learners, development of study guides and activities that include public awareness, promotional materials, monitoring and acquisition of ICT equipment. The budget for Curriculum and Quality Enhancement Programmes has seen a slight decrease for the 2022/23 financial year and will see a steady increase from the 2023/24 financial year to the end of the MTEF.

For the period 2022/23 to 2024/25, the DBE plans to continue to print and distribute the estimated total number of 65 million of Grades R to 9 workbooks to public schools for use by learners. The estimated number of learners benefiting each year from the workbook project is around 9 million learners per year. Workbooks are consumable and are provided to learners on yearly basis. The Department estimate to spend an amount of R3.8 billion during the MTEF period.

The Department with its allocated budget for the 2022/23 financial year will be implementing activities to ensure access to education for Children/Learners with Severe to Profound Intellectual Disability. The Basic Education Sector, in particular, must set up and implement interventions to ensure barriers that prevent children from getting a quality education. Goal 26 of the *Action Plan to 2019: Towards the Realisation of Schooling 2030* obligates basic education to strengthen the implementation of inclusive education and provision of specialist services. To this end, the Department must ensure that all learners, including those with profound intellectual disability, have access to education. The budget allocated for the C/LSPID Conditional Grant will increase by 2.67% during the 2022/23 financial year and have a steady increase over the MTEF. This will focus on the provision of the necessary support, resources and equipment to identified care centres and schools for the provision of education to C/LSPID. The Conditional Grant on C/LSPID will be utilised to ensure that this category of learners has access to publicly funded education. The goal of the Conditional Grant is to ensure that C/LSPID access quality, publicly funded education and support.

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

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

**Sub-programmes:** Programme Management; Teacher Education Human Resources Management; Education Human Resources Development; and Curriculum and Professional Development.

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

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets					MTEF Period	
				Audited /Actual Performance						Estimate Performance
				2018/19	2019/20	2020/21	2021/22	2022/23		
Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector.	School Governing Bodies monitored	3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness.	Annually	1 793 of 1 846 schools (97.1%) met the minimum criteria in terms of effectiveness	97.05% (1 941/2 000)	96% 960/1 000	90% of 1 000 sampled schools	70% of 1 000 sampled schools	90% of 1 000 sampled schools	50% of 1 000 sampled schools
	Effective school management process	3.1.2 Percentage of schools producing the minimum set of management documents at a required standard.	Annually	1 674 of 1 917 (87.3%) produced the minimum set of management documents	98.3% (1 966/2 000)	100% 1 000/1 000	100% of 1 000 sampled schools	100% of 1 000 sampled schools	100% of 1 000 sampled schools	100% of 1 000 sampled schools
	Funza Lushaka bursaries awarded	3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year.	Annually	13 070	12 954	13 085	11 500	11 800	12 000	12 200
	Funza Lushaka graduates placed	3.1.4 Number of quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six (6) months upon confirmation that the bursar has completed studies.	Quarterly	-	-	4	4	4	4	4
Qualified teachers aged 30 and below appointed	3.1.5 Annual National Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers.	Annually	-	-	-	Approved Annual Sector Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Approved Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Approved Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Approved Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers	Approved Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets					MTEF Period			
				Audited /Actual Performance		Estimate Performance	MTEF Period					
				2018/19	2019/20		2020/21	2021/22		2022/23	2023/24	2024/25
Outcome 3: Improved knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery.	Teacher development monitored	3.2.1 An Annual Sector Report is produced on monitoring the functionality of Provincial Teachers Development Institutes and District Teacher Development Centres.	Annually	-	-	Approved National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres
	Post-provisioning processes assessed	3.2.2 An Annual Sector Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Sciences and Accounting.	Annually	-	-	Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	Approved National Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on EFAL, Mathematics, Physical Science and Accounting	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting
	Qualifications for Grade R practitioners assessed	3.2.3 Number of PEDs that had their post-provisioning processes assessed for compliance with the post-provisioning norms and standards. 3.2.4 An Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications produced.	Annually	9 PEDs Monitored	9 PEDs Monitored	Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 and above qualification	Approved Annual Sector Report on the number of Grade R practitioners with at least an NQF level 6 and above qualification	Approved Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications produced	Approved Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications produced	Approved Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications produced	Approved Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications produced	Approved Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications produced

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets							
				Audited /Actual Performance		Estimate Performance	MTEF Period				
				2018/19	2019/20		2020/21	2021/22	2022/23	2023/24	2024/25
Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems.	Performance management monitored	3.3.1 Number of PEDs monitored on the implementation of the Quality Management System (QMS) for school-based educators.	Annually	-	-	9	9	9	9	9	9
		3.3.2 Number of PEDs monitored on the implementation of Education Management Service: Performance Management and Development System (EMS: PMDS).	Annually	Six (6) PEDs monitored	7	9	9	9	9	9	9

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

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness.	Annually	70% of 1 000 sampled schools	-	-	-	70% of 1 000 sampled schools
3.1.2 Percentage of schools producing the minimum set of management documents at a required standard.	Annually	100% of 1 000 sampled schools	-	-	-	100% of 1 000 sampled schools
3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year.	Annually	11 800	-	-	-	11 800
3.1.4 Number of quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six (6) months upon confirmation that the bursar has completed studies.	Quarterly	4	1	1	1	1
3.1.5 An Annual National Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers.	Annually	Approved Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers	-	-	-	Approved Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers
3.2.1 An Annual Sector Report is produced on monitoring the functionality of Provincial Teachers Development Institutes and District Teacher Development Centres.	Annually	Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres	-	-	-	Approved Annual Sector Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres
3.2.2 An Annual Sector Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting.	Annually	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting	-	-	-	Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting
3.2.3 Number of PEDs that had their post-provisioning processes assessed for compliance with the post-provisioning norms and standards.	Annually	9	-	-	-	9
3.2.4 An Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications produced.	Annually	Approved Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications produced	-	-	-	Approved Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications produced
3.3.1 Number of PEDs monitored on the implementation of the Quality Management System (QMS) for school-based educators.	Annually	9	-	-	-	9
3.3.2 Number of PEDs monitored on the implementation of Education Management Service: Performance Management and Development System (EMS: PMDS).	Annually	9	-	-	-	9



## Explanation of planned performance over the medium-term period

**Programme 3: Teachers, Education Human Resources and Institutional Development** promotes quality teaching and institutional performance through the effective supply, development and utilisation of human resources and will focus on the following deliverables during the 2022/23 financial year: teacher recruitment; placement; deployment; utilisation. The DBE will monitor the implementation of the post-provisioning norms focusing on compliance with policy; monitor and support the placement of Funza Lushaka bursary graduates in posts at schools; monitor the filling of vacant substantive educator posts at schools and the filling of promotional posts; monitor the rate of placement of young and qualified educators; and strengthening the placement processes of Funza Lushaka graduates in all provinces.

The Department plays an important role in overseeing and translating the *Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED)* into a wide range of collaborative professional development activities and agreements with partners and relevant service providers. The Department coordinates activities with the National Institute for Curriculum and Professional Development (NICPD) to promote best practice in classroom teaching and teacher development; and manages the Funza Lushaka Bursary Programme and oversees the teacher recruitment campaign.

The DBE will monitor the functionality of Provincial Teachers Development Institutes (PTDIs) and District Teacher Development Centres (DTDCs) through the development of monitoring tools; a yearly monitoring programme; the collection of PTDIs and DTDCs completed monitoring tools; analysing PEDs' reports; and the development of a National Annual Report on the functionality of PTDIs and DTDCs.

The DBE will monitor the implementation of Teacher Development Programmes by PEDs with a special focus on Language, Mathematics, Physical Sciences and Accounting through the development of monitoring tools; a yearly monitoring programme; monitor the implementation of programmes; collection of nine (9) PEDs' National Strategy for Learner Attainment (NSLA) quarterly reports; and development of a national Annual Report on the implementation of teacher development programmes by PEDs.

The DBE, through the Education Human Resources Development unit, has a crucial role towards the improvement of professionalism, teaching skills, subject knowledge and computer literacy of teachers in their entire careers through teacher centres. One (1) of the indicators focuses on the functionality of key hubs and platforms. These are centres where resources are pooled for easy access and utilization by the teaching corps, and where professional development can be provided to schools within their locality. This contributes to Output 3 of the ISPFTED, which is "teacher support is enhanced at the local level". In the same vein, another indicator focuses on the implementation of teacher development programmes that gives special attention to Mathematics, Science and EFAL. This deliverable indicates the extent to which teacher programmes are being provided to teachers as a whole and to highlight the subjects that tend to suffer in the process.

The Department will ensure that the basic annual management processes occur across all schools in the country in a way that contributes towards a functional school environment. The verification of the availability of management documents in schools informs intervention programmes by the Department on improving management processes in schools by producing the minimum set of management documents at a required standard. This ensures that there is strategic use and monitoring of provinces to advance national priorities, as well as any additional interventions in all or specific provinces to advance the attainment of the sector-wide goal. The survey of the functionality of School Governing Bodies (SGB) identifies areas of improvement for the development of capacity building programmes for SGBs so that they can support and contribute to functional schools for the achievement of educational goals. Based on a sample of 1 000 schools, it is estimated that 70% of SGBs will meet the minimum criteria in terms of effectiveness and that 100% of these 1 000 sampled schools will produce the minimum set of management documents at a required standard.

Goal 14 of the *Action Plan to 2024: Towards the Realisation of Schooling 2030* requires that the Department “attracts a new group of young, motivated and appropriately trained teachers to the teaching profession every year”. The Funza Lushaka bursary programme was established in 2007 with the broad aim of meeting the supply and demand needs of high-quality teachers. The programme has the overall goal of providing well-qualified teachers who can teach in nationally identified priority areas, and who, upon completion of their funded studies, will be placed in public school posts to fulfil their contractual obligation by teaching for the same number of years as they received the bursary. This is done to ensure that there is an adequate supply of qualified teachers in the system by securing posts for Funza Lushaka bursary holders by June of the year after qualifying, in each year over the medium-term.

The Funza Lushaka bursary programme has evolved from being a financial aid programme for students to a programme used by the DBE and the Basic Education Sector to address critical teacher shortages in specified subject areas, school phases and emerging new subject areas relevant in the 21<sup>st</sup> century. The Funza Lushaka bursary programme contributes to the Department’s ability to select aspirant teachers that meet the needs of the Basic Education Sector, funding the tertiary studies of youth, 30 years and below as well as attracting the appropriate skills for new programmes envisaged for the Basic Education Sector.

The Funza Lushaka bursary programme is collaborating with the Department of Higher Education and Training (DHET) in its efforts to prioritise inclusive education in the Foundation Phase, Intermediate Phase, Senior Phase and Further Education and Training (FET) Phase. This is in addition to the combined efforts towards the recruitment of candidates with skills and competencies to prepare learners for the 4<sup>th</sup> Industrial Revolution (4IR) in subject areas such as Mathematics, Science and Technology (MST).

Through the *Action Plan to 2024: Towards the Realisation of Schooling 2030*, the Department aims to improve the access of children to quality ECD below Grade 1 which will ultimately improve learning outcomes throughout the schooling careers of learners. The Department also aims to improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers which is at the centre of the programme to upgrade Grade R practitioners’ qualifications. To a larger degree, Grade R practitioners are women and the programme is about the improvement of their qualifications which will in return improve their lives.

The Department also aims to improve the supply of appropriately newly qualified Grade R teachers by about 50% of 21 000 over the medium-term. The monitoring of the number of Grade R practitioners with at least National Qualifications Framework (NQF) level 6 and above qualification, has no financial implications for the Department.

The functionality of the Provincial Teacher Institutes (PTDIs), the District Teacher Development Centres (DTDCs), as well as teacher programmes facilitated in the provinces, contributes to educator capacity development. A capable, competent and confident teaching force, especially prioritising women and Persons with Disabilities augments the state capacity to deliver the required mandate. The Department works with PTDIs and DTDCs, which are hubs where teacher programmes can reach teachers closest to where they are working. These hubs have resource pools and electronic connectivity to enable working online as well as offline. With PEDs utilising the skills levy allocations, a wide range of teacher programmes will be implemented across provinces reaching virtually all teachers at all levels.

The monitoring tools are used to gather data for the functionality of PTDIs, DTDCs and the implementation of Teacher Development Programmes by Provincial Education Departments (PEDs) with a special focus on EFAL, Mathematics, Physical Sciences and Accounting. These monitoring tools are discussed with the PED officials regularly to ensure that they are revised and strengthened to make them fit for purpose. For example, the need to report on women, youth and persons with disabilities have been considered recently, and thus the monitoring tools will be adjusted accordingly so that the element of disaggregation can be captured. This will ensure that the Department mandates include priorities concerning women, youth and persons with disabilities, where applicable.

To contribute to the improved quality of education, allocated teacher posts at schools should be filled with the teachers on time to ensure that there is a teacher in front of the class at all times. Monitoring of compliance for implementation of the post-provisioning policy is critical to ensure that there is equity and redress in the deployment of educators at schools.

The maintenance of sound labour relations of educators, monitoring the provisioning and utilisation of education personnel in PEDs, as well as educator performance appraisals, are nationally coordinated through the Department. The Department deals with the performance appraisal of school-based educators as informed by the Quality Management System (QMS) and for office-based educators using the Educator Management Service: Performance Management and Development System (EMS: PMDS). The implementation of performance management systems aims at improving professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers and strives for a teacher workforce that is healthy and enjoys a sense of job satisfaction. It is also intended in improving employee performance in terms of quality and quantity.

While striving to enhance human resource practices, the implementation of the QMS and EMS: PMDS, skills development and school improvement initiatives in Provincial Education Departments will be monitored over the MTEF period to strengthen accountability on the implementation of educator performance management systems and school evaluations annually.

## Programme Resource Considerations

**Table 16: Programme 3: Programme Resource Considerations**

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Programme Management: Teachers, Education Human Resources and Institutional Development	2 001	1 993	1 515	2 004	2 126	2 229	2 331
Education Human Resources Management	54 456	55 828	50 824	64 520	70 745	70 657	68 180
Education Human Resources Development	1 226 237	1 294 055	1 330 783	1 366 551	1 411 762	1 415 566	1 479 118
Curriculum and Professional Development Unit	14 917	16 069	12 273	15 984	16 472	17 221	18 020
<b>Total</b>	<b>1 297 611</b>	<b>1 367 945</b>	<b>1 395 395</b>	<b>1 449 059</b>	<b>1 501 105</b>	<b>1 505 673</b>	<b>1 567 649</b>
Economic classification							
Current payments	<b>109 676</b>	<b>109 029</b>	<b>76 745</b>	<b>105 079</b>	<b>137 281</b>	<b>136 481</b>	<b>135 801</b>
Compensation of employees	63 760	67 687	67 251	73 127	71 205	69 857	72 994
Goods and services:	45 916	41 342	9 494	31 952	66 076	66 624	62 807
Computer Services	2 255	1 396	3 078	1 673	5 377	5 383	5 460
Agency and Support/ outsourced Services	420	16	184	1 442	3 379	3 485	1 452
Consumables: stationery, printing and office supplies	518	697	431	1 106	2 656	2 662	2 713
Travel and subsistence	17 069	15 217	2 944	18 655	33 791	33 980	33 749
Other	25 654	24 016	2 857	9 076	20 873	21 114	17 433
<b>Transfers and subsidies</b>	<b>1 187 532</b>	<b>1 258 569</b>	<b>1 318 468</b>	<b>1 343 534</b>	<b>1 363 254</b>	<b>1 368 601</b>	<b>1 431 329</b>
Provinces and Municipalities							
Departmental agencies and accounts	16 000	20 000	12 878	17 985	15 528	15 599	16 434
Foreign government	11 570	13 762	17 249	17 477	18 773	18 842	19 650
Non-profit institutions							
Households	1 159 962	1 224 807	1 291 610	1 308 072	1 328 953	1 334 160	1 395 251
<b>Payments for capital assets</b>	<b>361</b>	<b>324</b>	<b>173</b>	<b>446</b>	<b>570</b>	<b>591</b>	<b>513</b>
Machinery and equipment	361	324	173	446	570	591	513
<b>Payments for financial assets</b>	<b>42</b>	<b>23</b>	<b>9</b>				
<b>Total</b>	<b>1 297 611</b>	<b>1 367 945</b>	<b>1 395 395</b>	<b>1 449 059</b>	<b>1 501 105</b>	<b>1 505 673</b>	<b>1 567 649</b>

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
<b>Details of selected transfers and subsidies</b>							
<b>Current</b>	-						
<b>Transfers</b>	<b>1 187 532</b>	<b>1 258 569</b>	<b>1 318 468</b>	<b>1 343 534</b>	<b>1 363 254</b>	<b>1 368 601</b>	<b>1 431 335</b>
Departmental agencies and accounts (SACE)	16 000	20 000	12 878	17 985	15 528	15 599	16 434
Foreign government							
United Nations Educational, Scientific and Cultural Organisation	11 429	13 611	13 829	17 317	17 773	17 841	18 642
Association for the Development of Education in Africa	141	151	151	160	1 000	1 001	1 008
<b>Current: Households</b>							
National Student Financial Aid Scheme	1 159 348	1 224 271	1 291 606	1 308 024	1 328 953	1 334 160	1 395 251
Households	614	536	4	48	-	-	-

Over the medium-term, the Department aims to improve the supply of newly qualified teachers by providing 36 000 Funza Lushaka bursaries to prospective teachers in priority subject areas such as Mathematics, Science and Technology. A total of nearly R4 billion has been allocated over the medium-term for newly qualified teachers. A budget cut of R253.3 million over the MTEF for the Funza Lushaka bursary programme has previously been indicated. The budget cut means that 2 200 fewer bursaries will be awarded over the next three years.

The Department will work closely with the National Student Financial Aid Scheme (NSFAS) to avoid duplicating funding to Funza Lushaka bursary recipients that also qualify for fee-free funding at universities. The Department expects the demand for Funza Lushaka bursaries to remain unchanged. R4.3 billion over the MTEF period is allocated in the Education Human Resources Development sub-programme for the NSFAS to administer bursaries.

The Department will utilise human and financial resources to enhance the implementation of performance management systems in the sector. Effective human resources utilisation contributes to the achievement of outcomes. The desired performance is for teacher performance and learner achievement to improve through the implementation of QMS and EMS:PMDS.

Funding for implementation of Teacher Development Programmes by PEDs with a special focus on Language, Mathematics, Physical Sciences and Accounting, must be increased by National Treasury so that national programmes can be attained on a broader scale. The additional allocation of funding by PEDs to DTDCs and PTDis will improve functionality and limit dependency on external support, and the effective implementation of the Guidelines for DTDCs and PTDis.

## 7.4. Programme 4: Planning, Information and Assessment

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

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

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

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets					MTEF Period	
				Audited /Actual Performance		Estimated Performance	2023/24	2024/25		
				2018/19	2019/20					2020/21
Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.	New schools completed	4.1.1 Number of new schools built and completed through ASIDI.	Annually	21	26	32	21	30	*-	*-
	School sanitation facilities provided	4.1.2 Number of schools provided with sanitation facilities.	Annually	200	103	298	1 000	450	*-	*-
	School water facilities provided	4.1.3 Number of schools provided with water facilities through ASIDI.	Annually	199	89	101	100	50	*-	*-
Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector.	Test items developed	4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9.	Annually	328	3 461	500	500	500	500	500
	School and learner performance on NSC produced	4.2.2 Number of NSC reports produced.	Annually	4	4	4	4	4	4	4
	Examination question papers set	4.2.3 Number of question papers set for June and November examinations.	Annually	260	292	145	294	320	320	320

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance		Estimated Performance	MTEF Period			
				2018/19	2019/20		2020/21	2021/22	2022/23	2023/24
	Effective school administration monitored	4.2.4 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting.	Annually	98.2% 21 674/ 22 080	98.2% 21 586/ 21 976	98.6%	98%	98%	98%	98%
		4.2.5 An Annual National Report is produced on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities.	Annually	1 report covering 9 provinces monitored	9	Approved National Report on the number of provinces monitored for implementation of LURITS	Approved National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities	Approved National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities	Approved National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities	Approved National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities
	Learning Outcomes assessed	4.2.6 An Annual National Report is produced on learning outcomes linked to the National Assessment Framework.	Annually	-	-	Approved National Report on learning outcomes linked to the National Assessment Framework	Approved National Report on learning outcomes linked to the National Assessment Framework	Approved National Report on learning outcomes linked to the National Assessment Framework	Approved National Report on learning outcomes linked to the National Assessment Framework	Approved National Report on learning outcomes linked to the National Assessment Framework
	Determination of school readiness reported	4.2.7 An Annual National Report is produced on the Early Learning National Assessment to determine school readiness.	Annually	-	-	Approved National Report on developing and operationalising a school readiness assessment system	Approved National Report on the First Early Learning National Assessment	Approved National Report on the Second Early Learning National Assessment	Approved National Report on the Third Early Learning National Assessment	Approved National Report on the Early Learning National Assessment

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets						
				Audited /Actual Performance			Estimated Performance	MTEF Period		
				2018/19	2019/20	2020/21		2022/23	2023/24	2024/25
Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems.	Officials in districts below the national benchmark mentored	4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme.	Annually	76	40	33	60	60	60	60
	Support to school principals rated	4.3.2 Percentage of school principals rating the support services of districts as being satisfactory.	Biennially	75% 560/747	0	57.2% 6'18/1 080	0	75 %	0	75%
	District Directors capacitated	4.3.3 Percentage of District Directors that have undergone competency assessment prior to their appointment.	Annually	100% 13/13	100% 8/8	100% 2/2	96%	97%	100%	100%
	Underperforming Schools Supported	4.3.4 Number of underperforming secondary schools monitored at least twice a year by sector officials.	Annually	-	4% (33/816)	13.8% 371/2 325	80%	1 000	1 000	1 000
	Teacher development conducted	4.3.5. Number of districts in which teacher development has been conducted as per district improvement plans.	Annually	-	-	61	60	65	65	65
	District Director forums conducted	4.3.6 Number of District Director forums held.	Annually	-	-	3	3	3	3	3

\* Projects completed

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

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
4.1.1 Number of new schools built and completed through ASIDI.	Annually	30	-	-	-	30
4.1.2 Number of schools provided with sanitation facilities.	Annually	450	-	-	-	450
4.1.3 Number of schools provided with water facilities through ASIDI.	Annually	50	-	-	-	50
4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9.	Annually	500	-	-	-	500
4.2.2 Number of NSC reports produced.	Annually	4	-	-	-	4
4.2.3 Number of question papers set for June and November examinations.	Annually	320	-	-	-	320
4.2.4 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting.	Annually	98%	-	-	-	98%
4.2.5 An Annual National Report is produced on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities.	Annually	Approved Annual National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities	-	-	-	Approved Annual National Report on the number of provinces monitored for implementation of the LURITS and EMIS priorities
4.2.6 An Annual National Report is produced on learning outcomes linked to the National Assessment Framework.	Annually	Approved Annual National Report on learning outcomes linked to the National Assessment Framework	-	-	-	Approved Annual National Report on learning outcomes linked to the National Assessment Framework
4.2.7 An Annual National Report is produced on the Early Learning National Assessment to determine school readiness.	Annually	Approved Annual National Report on the Second Early Learning National Assessment	-	-	-	Approved Annual National Report on the Second Early Learning National Assessment
4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme.	Annually	60	-	-	-	60
4.3.2 Percentage of school principals rating the support services of districts as being satisfactory.	Biennially	75%	-	-	-	75%
4.3.3 Percentage of District Directors that have undergone competency assessment prior to their appointment.	Annually	97%	-	-	-	97%
4.3.4 Number of underperforming secondary schools monitored at least twice a year by sector officials.	Annually	1 000	-	-	-	1 000
4.3.5. Number of districts in which teacher development has been conducted as per district improvement plan.	Annually	65	-	-	-	65
4.3.6 Number of District Director forums held.	Annually	3	-	-	-	3



## Explanation of planned performance over the medium-term period

**Programme 4: Planning, Information and Assessment** will focus on the following deliverables during the 2022/23 financial year.

### IMPLEMENTATION AND MONITORING:

**School Infrastructure:** The Department provides a conducive learning environment by ensuring that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively. In line with Goal 24 of the *Action Plan to 2024: Towards the Realisation of Schooling 2030*, the Department also ensures that the physical infrastructure and environment of every school inspires learners to want to come to school. In this regard, the DBE intervenes by replacing schools built through inappropriate material with state-of-the-art schools. These activities are mainly carried out through two (2) grants, namely, the Education Infrastructure Grant (EIG) and the School Infrastructure Backlogs Grant (SIBG). The EIG is a supplementary grant transferred to provinces for the provision of school infrastructure. This grant accelerates construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, including district and circuit accommodation, to enhance capacity to deliver infrastructure in education and to address damages to infrastructure. The Accelerated School Infrastructure Delivery Initiative (ASIDI) is a programme driven by the DBE to address schools' infrastructure backlog on schools that do not meet the basic safety norms and standards

Through the ASIDI programme, the Department will build 30 new schools and provide water supply to 50 schools. The combined contribution of ASIDI and Sanitation Appropriate for Education (SAFE) will be to provide sanitation facilities to 450 schools. Both ASIDI and SAFE projects are planned to be completed by the end of 2022/23.

### INFORMATION AND MANAGEMENT SYSTEMS:

#### Education Management Information Systems (EMIS):

**Develop, support and maintain education operational and management information system:** The Department strengthens the utilisation of information systems made available to schools for administration and management purposes to promote functional schools.

The South African School Administration and Management System (SA-SAMS) is an electronic school administration application that is maintained by the DBE as a source of unit-level data from schools for reporting. It is policy-driven, standardises policy implementation and uniform reporting, to assist schools with their administration, management and quarterly reporting as required by the circuit/district, Provincial Education Departments and the DBE. The DBE will continue to maintain and release upgraded versions of SA-SAMS to schools, in line with policy updates, to promote functional schools via an electronic school administration system.

**Monitor and report on the usage of information systems:** The DBE requires information for planning and allocation of funding for schools in the equitable share process by the National Treasury, guiding the distribution of resources, to address parliamentary and other queries, reporting and decision-making. Most of this information will be obtained from schools through the SA-SAMS as the source. The relevant school data is uploaded to the DBE's national system, the Learner Unit Record Information and Tracking System (LURITS), for management purposes. The utilisation of information systems will continue to be monitored and reported on during the financial year via the indicators measuring the percentage of schools using SA-SAMS as reported by the provinces, and through the DBE monitoring the implementation of LURITS and EMIS priorities.

**Modernisation of e-Administration:** The DBE, in collaboration with the NECT is engaged to modernise the SA-SAMS solution to a web-enabled system, which is a key priority for a basic standard for e-Administration and school data collection. This will improve data quality at the source level and assist reporting mechanisms to be more efficient. The upgrade on development of UNESCO's OpenEMIS solution is planned during the financial period for a modernised SA-SAMS implementation in South African schools.

## **PLANNING AND IMPLEMENTATION SUPPORT:**

### **Provincial and District Planning and Implementation Support:**

**Mentorship programme:** The Department over the medium-term period will continue to support data-driven interventions for underperforming and struggling districts. A mentorship programme will be rolled out for district officials in identified districts. The purpose of the programme is to provide support to district officials in overall professional development and management. Targeted district officials will be supported on how to work out a turnaround strategy to improve learner performance in their respective districts.

The DBE will monitor and support the progressive implementation of the amended *Policy on the Organisation, Roles and Responsibilities of Education Districts*, by working hand in hand with provinces. Monitoring and support will be intensified to make sure that there is quality teaching and learning service delivery. A principals' satisfaction survey will be conducted in 2022 to measure the satisfaction levels of school principals with the support they receive from district offices.

**Strengthen communication in the sector:** The Minister's meetings with District Directors will continue to be institutionalised in the sector. These meetings are important in ensuring that information is shared on developments in the sector, including best practices and solutions by practitioners on how to deal with persistent challenges.

**District Development Model (DDM):** The Department will intensify advocacy and awareness on the implementation of the DDM in the sector. The DDM seeks to coordinate all government work and service delivery under one roof at the local government sphere. Technical support teams comprising nominated officials from education districts will be established across all the 75 education districts to participate in the One Plan development and implementation processes aligned to the district municipalities and metro spaces. The Minister and Deputy Minister of Basic Education will be supported in their work as national political champions for the model in their respective municipal districts namely, Sedibeng (GP) and John Taolo Gaetsewe (NC).

### **School-Level Planning and Implementation Support:**

**Management of underperformance in schools:** The Department will continue to monitor the PEDs' management of underperformance in schools with the aim of reducing the number of underperforming primary and secondary schools. This will be achieved by ensuring that implementation of Circular D2 of 2017 that provides for strengthened criteria for the identification, management and support of under-performing schools is strengthened. Districts will be expected to conduct a minimum of two (2) support visits annually for each underperforming school.

**Strengthening the utilisation of data:** Underperforming circuits will be assisted with the development of data-driven Circuit Academic Improvement Plans. The implementation of the plans will be monitored. The plans will be reviewed quarterly based on the learner performance data.

The purpose of the Provincial Monitoring is to improve the quality of education delivery through coordination, oversight, and support to provinces. The functions include the provision of effective customer relations and problem-solving systems for the sector, and the development of school calendars for public schools. The proposed draft 2024 School Calendar will be published for public comments and will be finalised by end of the 2022 academic year together with the development of the first draft 2025 School Calendar.

The DBE's role in supporting schools and School Readiness Monitoring (SRM) has assisted in identifying persistent issues that affect education delivery in the country. The sector has since developed strategies to deal with the identified issues to ensure effective curriculum delivery. SRM assesses the readiness of schools for the year ahead and seeks to ensure that schools are properly prepared to provide teaching and learning on day one of each academic year. SRM was conducted in January 2022 and will also be conducted in January 2023 when schools reopen. The focus of the 2022 SRM was on all types of schools: primary; secondary; full service; special schools and independent schools, since all schools had to be reopened under COVID-19 regulations.

**Quality Teaching and Learning Campaign (QLTC):** The QLTC plans to strengthen partnerships in transforming education and aims to mobilise support for the five (5) pillars of the QLTC, namely participation, collaboration, partnership, equity and quality.

## NATIONAL EDUCATION EVALUATION AND DEVELOPMENT UNIT (NEEDU):

At the behest of the Minister, the NEEDU investigated how teachers use the DBE workbooks in schools to improve the foundational skills of numeracy and literacy in the Foundation Phase, as one of the government priorities for the sixth administration. The NEEDU documented the design and technical features as well as other concerns, which teachers and district officials found to undermine the effective and optimal use of workbooks. The NEEDU has started to work with workbook developers to improve the quality of all home languages that are used as a language of teaching and learning in the Foundation Phase. Moving forward, weaknesses identified in language workbooks will be addressed so that teachers have better quality content to improve foundational skills of literacy in the Foundation Phase. Thereafter, any shortcomings in mathematics workbooks will be addressed.

### Programme Resource Considerations

**Table 19: Programme 4: Programme Resource Considerations**

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Programme Management: Planning Information and Assessment	3 449	5 448	3 443	3 593	3 901	4 025	4 206
Information Management Systems	49 315	42 901	46 575	53 888	55 746	51 947	54 281
School Infrastructure	12 193 340	12 001 059	10 892 440	14 099 770	14 799 016	15 182 837	15 524 296
National Assessments and Public Examination	331 015	343 487	260 129	390 496	394 433	405 891	423 945
National Education Evaluation and Development Unit	20 114	15 955	15 571	14 020	16 438	15 689	16 395
Planning and Delivery Oversight Unit	137 406	177 561	156 926	148 782	147 463	150 371	157 056
<b>Total</b>	<b>12 734 639</b>	<b>12 586 411</b>	<b>11 375 084</b>	<b>14 710 549</b>	<b>15 416 997</b>	<b>15 810 760</b>	<b>16 180 179</b>
<b>Economic Classification</b>							
<b>Current Payments</b>	<b>551 669</b>	<b>588 687</b>	<b>600 164</b>	<b>491 351</b>	<b>707 677</b>	<b>713 340</b>	<b>746 058</b>
Compensation of employees	130 690	133 362	126 625	136 942	129 903	130 720	136 367
Goods and Services of which:	420 142	448 255	473 295	354 409	577 774	582 620	609 691
Computer services	57 961	52 214	47 888	62 250	72 150	76 931	76 211
Consultants: business and advisory services	246 043	284 254	260 261	111 003	320 408	318 277	338 615
Consumables: stationery, printing and office supplies	1 052	2 015	1 292	19 450	20 589	21 470	22 226
Travel and subsistence	73 482	74 557	24 115	89 142	98 253	97 800	100 986
Other	41 604	35 215	139 739	72 564	66 374	68 142	71 653
<b>Interest on rent and land</b>	<b>837</b>	<b>7070</b>	<b>244</b>				
<b>Transfers and subsidies</b>	<b>10 337 231</b>	<b>10 801 341</b>	<b>9 684 974</b>	<b>11 971 901</b>	<b>12 670 670</b>	<b>13 382 486</b>	<b>13 642 196</b>
Provinces and municipalities	10 093 563	10 514 478	9 414 967	11 688 936	12 384 085	13 094 195	13 341 856
Departmental agencies and accounts	128 543	134 634	136 404	157 404	162 031	162 945	169 365
Foreign government	2 668	2 587	-	3 720	3 816	3 831	4 003
Non-profit institutions	112 064	148 595	133 563	120 437	120 738	121 515	126 972
Households	393	1 047	40	1 404	-	-	-
<b>Payments for capital assets</b>	<b>1 845 645</b>	<b>1 196 217</b>	<b>1 089 605</b>	<b>2 247 297</b>	<b>2 038 650</b>	<b>1 714 934</b>	<b>1 791 943</b>
Buildings	1 833 870	1 192 505	1 077 699	2 246 649	2 037 948	1 714 193	1 791 176
Other fixed structures	-	-	-	-	-	-	-
Machinery and equipment	1 563	673	4 555	648	702	741	767
Software and other intangible assets	10 212	3 039	7 351	-	-	-	-
<b>Payments for financial assets</b>	<b>94</b>	<b>166</b>	<b>341</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total</b>	<b>12 734 639</b>	<b>12 586 411</b>	<b>11 375 084</b>	<b>14 710 549</b>	<b>15 416 997</b>	<b>15 810 760</b>	<b>16 180 179</b>

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
<b>Details of selected transfers and subsidies</b>							
<b>Current</b>							
<b>Transfers</b>	<b>10 337 231</b>	<b>10 801 341</b>	<b>9 684 974</b>	<b>11 971 901</b>	<b>12 670 670</b>	<b>13 382 486</b>	<b>13 642 196</b>
Education Infrastructure Grant	10 093 563	10 514 478	9 414 967	11 688 936	12 384 085	13 094 195	13 341 856
Umalusi	128 543	134 634	136 404	157 404	162 031	162 945	169 365
Southern and Eastern Africa Consortium for Monitoring Educational Quality	2 668	2 587	-	3 720	3 816	3 831	4 003
National Education Collaboration Trust	112 064	148 595	133 563	120 437	120 738	121 515	126 972
Households	393	1 047	40	1 404			

The Department is committed to improving the physical infrastructure and environment at every public school in the Basic Education Sector. To this end, spending in the Planning, Information and Assessment programme accounts for 51% (R41.4 billion) of the Department's total budget over the MTEF period, mainly for transfers to the EIG and the SIBG. The EIG is allocated R38.3 billion over the MTEF period, which is transferred to provinces as a supplementary Conditional Grant for the provision of school infrastructure. Funds from this grant will assist in accelerating the construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in the Basic Education Sector, including district and circuit accommodation. The allocation over the 2022 MTEF period amounts to R12.2 billion.

The SIBG intends to eradicate the Basic Safety Norms backlog in schools without water, sanitation and electricity and to replace those schools constructed from inappropriate material, including mud schools. The allocation over the 2022 MTEF period amounts to R2.3 billion. The SAFE initiative addresses the backlog in the provision of appropriate sanitation in all schools in the country.

## 7.5. Programme 5: Educational Enrichment Services

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

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

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

Outcome	Outputs	Output Indicators	Reporting Cycle	Annual Targets								
				Audited /Actual Performance			Estimated Performance	MTEF Period				
				2018/19	2019/20	2020/21		2021/22	2022/23	2023/24	2024/25	
Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system.	Monitored provision of nutritious meals	5.1.1 An Annual Sector Report is produced on the provision of nutritious meals and compliance with feeding requirements.	Annually	135	146	117	120	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements
	Leaner health and wellness improved	5.1.2 Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme.	Annually	-	9	9	9	9	9	9	9	9
	Safe, active and social friendly schools	5.1.3 Number of districts monitored in the implementation of the National School Safety Framework (NSSF), Social Cohesion, Sport and Enrichment Programmes.	Quarterly	-	-	43	75	75	75	75	75	75
	Informed stakeholders and partners	5.1.4 Number of learners, educators, parents, SGBs and other education stakeholders reached through social cohesion programmes.	Quarterly	7 511	7 510	3 745	3 000	3 500	4 000	4 500	4 000	4 500
	Gender-based violence programmes implemented	5.1.5 Number of districts implementing the programme to end school-related gender-based violence.	Quarterly	-	-	-	75	75	75	75	75	75
	Trained professionals on SASCE	5.1.6 Number of professionals trained in SASCE programmes.	Annually	973	884	-	-	900	900	900	900	900

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

Output Indicators	Reporting Cycle	Annual Target	Q1	Q2	Q3	Q4
5.1.1 An Annual Sector Report is produced on the provision of nutritious meals and compliance with feeding requirements	Annually	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements	-	-	-	Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements
5.1.2 Number of PEDs with approved annual business plans for the HIV/AIDS Life Skills Education Programme.	Annually	9	-	-	-	9
5.1.3 Number of districts monitored in the implementation of the National School Safety Framework (NSSF), Social Cohesion, Sport and Enrichment Programmes.	Quarterly	75	22	18	20	15
5.1.4 Number of learners, educators, parents, SGBs and other education stakeholders reached through social cohesion programmes.	Quarterly	3 500	1 000	1 000	500	1 000
5.1.5 Number of districts implementing the programme to end school-related gender-based violence.	Quarterly	75	22	18	20	15
5.1.6 Number of professionals trained in SASCE programmes.	Annually	900	-	-	-	900

### Explanation of planned performance over the medium-term period

**Programme 5: Educational Enrichment Services** will focus on the following delivery areas during the 2022/23 financial year: monitor the provision of the NSNP in public schools; implement the National School Deworming Programme in NSNP schools; promote and monitor the participation of learners in extramural activities; promote gender equity programmes in schools; promote the implementation of social cohesion programmes in schools; promote safe and violence-free schools; contribute to the reduction of new Human Immunodeficiency Virus (HIV) and Tuberculosis (TB) infections in schools and education departments, as well as learner pregnancy in schools; mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators; and promote the psychological, mental and social well-being of learners in schools; and expand the provision of school health services in schools.

#### CARE AND SUPPORT IN SCHOOLS:

##### National School Nutrition Programme (NSNP):

The NSNP intends to provide nutritious meals in targeted schools to enhance learning and improve access to education. The programme targets all learners attending quintiles 1-3 public primary, secondary and identified special schools as well as identified learners from poor households who attend the more affluent quintiles 4-5 schools.

The Department is planning to monitor a sample size of 135 schools to ensure the provision of nutritious meals to learners over and above the school-level monitoring by PEDs. The focus of the monitoring will include compliance to menu specification and close observation of the school breakfast pilot programmes in EC and NW, thereby learning lessons that could enable expansion to other provinces.

##### HIV/AIDS Life Skills Education Programme:

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

Studies conducted in 2017 confirmed that the lowest HIV infection rate can be found among children within the age cohort of 2-14 years. Prevention programmes are required to maintain the low prevalence of HIV in this age group. An increase of 4% prevalence rate amongst boys is noted and 0.2% increase amongst girls. In this regard, a need has emerged to prioritise interventions that focus on boys to address the challenge. In addition, a concerted effort is still required to avert the HIV prevalence rate among girls.

In order to align the HIV/AIDS Life Skills Education Programme with the *National Strategic Plan for HIV, Sexually Transmitted Infections (STIs) and Tuberculosis (TB) 2017-2022 (NSP 2017-2022)*, the programme also includes the prevention of TB. The inclusion of TB is due to a high co-infection rate with HIV. Evidence has shown that 40% of the TB caseload is among children who live in high burden settings and that children may suffer severe morbidity and mortality. The 2013 survey on the Southern and Eastern Africa Consortium for Monitoring of Educational Quality (SEACMEQ) survey revealed that Grade 6 educators' TB knowledge was 68.5%, while just under a third (31.0%) achieved desirable levels of knowledge. The Grade 6 learners' TB knowledge was 73.5% while 14% achieved desirable levels of knowledge. A concern in this regard is the low level of educators' knowledge of TB. This indicates that learners obtain knowledge of TB from other sources.

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

- Training educators to implement Comprehensive Sexuality Education (CSE) and TB prevention programmes for learners to be able to protect themselves from HIV and TB, COVID-19 and the associated key drivers including alcohol and drug use, prioritising schools located in areas with a high burden of HIV and TB infections;
- Capacitating SMTs and SGBs to develop policy implementation plans focusing on keeping mainly young girls in school, ensuring that CSE and TB education is implemented for all learners in schools, and there is access to comprehensive sexual and reproductive health and TB services;
- Provision of CSE, access to sexual and reproductive health and TB services implemented in secondary schools including a focus on prevention of alcohol and drug use, learner pregnancy and COVID-19, targeting learners;
- Provision of care and support to vulnerable learners through the appointment of Learner Support Agents (LSAs) to support vulnerable learners, prioritising primary schools, using the Care and Support for Teaching and Learning (CSTL) framework;
- Provision of the CAPS and COVID-19 compliant materials, including materials for learners with barriers to learning and school policy packs; and
- Host advocacy and social mobilisation events with learners, educators and school community members on policies and programmes.

#### **Psycho-Social Support:**

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

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

Additional skills will be provided to LSAs through training on the Common Element Treatment Approach (CETA). The Department continues to fund Childline's telephone counselling service (call centre). UNICEF has made additional funds available for Childline to strengthen its call centres across all provinces. The call centre number continues to be popularised in the sector.

## **SOCIAL INCLUSION AND PARTNERSHIPS IN EDUCATION:**

### **School Sport and Enrichment:**

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

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

The Department is implementing the following enrichment programmes in collaboration with various partners: the South African School Choral Eisteddfod, the National Spelling Bee and Reading Clubs and the National School Sport Programmes. These enrichment programmes promote physical activity, indigenous games, language, arts and cultural expression intended to enrich learners' education.

### **School Safety:**

The Department monitors and supports the implementation of the School Safety, Social Cohesion and Sports and Enrichment programmes in 75 education districts. The intention is to ensure that the learning environment is characterised by good quality education, while also being safe and free from insecurity and school-related gender-based violence and corporal punishment.

The Department is committed to preventing, managing and responding to safety threats and harmful incidents, and in so doing, creating a safe and supportive learning and teaching environment. Numerous aspects interact when it comes to ensuring a safe and supportive school environment that enables children to develop their full potential to become happy and productive citizens.

Violence prevention is better understood by society working deliberately and sustainably to remove various sources of harm and inequality and heal woundedness, by intentionally growing ethics, mutual care, respect and inclusion in peacebuilding.

School safety programmes are aligned to specific and targeted interventions based on the locally-identified needs of school communities. They include safety procedures that are expected at a school, district and provincial level; standardised data collection and built-in monitoring tools; as well as standardised indicators that inform data collection and reporting.

Programmes that strengthen the implementation of school safety initiatives are informed by the implementation of the National School Safety Framework (NSSF), which requires every SGB to form a sub-committee that is specifically responsible for school safety. This committee ensures the implementation of the DBE-SAPS protocols, road safety and road calming, general security and violence prevention as well as the roll-out of Disaster and Risk Management in schools. This latter effort is providing additional support to schools for learners with disabilities. School communities commit to the code of conduct and ensure all members understand the importance of reporting incidences of violence. Towards this end, there are two (2) protocols: (a) The Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools; and (b) the Protocol to Deal with Incidences of Corporal Punishment in Schools. Improved reporting compliments schools' efforts in cultivating respectful approaches for behavioural management and positive discipline. Schools are also guided through the Anti-Bullying campaign to reduce incidences of bullying and the Department welcomes the implementation of the UNESCO International Declaration on e-Safety Standards and the e-Safety Guidelines that assist with cyber safety and to combat cyberbullying.



## **Social Cohesion and Equity in Education:**

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

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

Gender empowerment and violence prevention support the voices of both girls and boys. Learners are encouraged to join the Girls Education Movement and Boys Education Movement (GEM/BEM), to ensure their voices are heard. Learners are also linked to services through intergovernmental Jamborees and exposed to career opportunities through career portals, social action groups and job-shadowing opportunities. Gender empowerment strives to promote inclusivity and equity in school communities to contribute to the national effort to combat Gender-Based Violence and Femicide in South Africa.

Through social cohesion and equity programmes of the DBE, business, government, labour and civil society will agree to work together to bring about future change. The purpose is to reaffirm the importance of freedom, peace and security as well as the respect for all human rights.

The Social Cohesion and Equity programmes aim at promoting social inclusion, equality, national unity, cohesion and nation building. The strategic thrust of the programmes focuses on advancing constitutional democracy, human rights and equality; promoting non-racialism, non-sexism, equality and human solidarity; building unity in schools, as well as with the region, continent and the international community; and encouraging healing of individuals and communities.

The programmes take forward the National Development Plan (NDP) which advocates the need for such education programmes, given the socio-historical divisions across society that persist, especially along racial lines. The NDP is clear that exclusion, and the associated poverty and lack of opportunity, undermines social cohesion. There is therefore a need for programmes that will lead to meaningful social inclusion of those disadvantaged by discrimination, prejudice, colonialism and apartheid.

## Programme Resource Considerations

**Table 22: Programme 5: Programme Resource Considerations**

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2018/19	2019/20	2020/21	2020/21	2021/22	2022/23	2023/24
Programme Management: Educational Enrichment Services	3 343	3 287	2 743	3 607	4 159	4 111	4 296
Partnership in Education	31 719	31 215	20 770	34 921	38 279	38 710	40 450
Care and Support in Schools	7 073 345	7 472 438	7 878 605	8 395 451	8 783 675	9 153 217	9 564 285
<b>Total</b>	<b>7 108 407</b>	<b>7 506 940</b>	<b>7 902 118</b>	<b>8 433 979</b>	<b>8 826 113</b>	<b>9 196 038</b>	<b>9 609 031</b>
Economic classification							
Current payments	<b>62 592</b>	<b>63 965</b>	<b>48 537</b>	<b>76 254</b>	<b>74 987</b>	<b>74 890</b>	<b>78 257</b>
Compensation of employees	39 986	43 597	43 724	49 847	49 995	49 803	52 039
Goods and services	22 606	20 368	4 813	26 407	24 992	25 087	26 218
Minor Assets	31	16	40	44	36	37	38
Agency and support/ outsourced services	645	1 472	209	1 207	1 231	1 236	1 291
Consumables: stationery, printing and office supplies	586	398	249	948	837	840	878
Travel and subsistence	9 742	8 992	1 221	15 542	14 722	14 778	15 444
Other	11 602	9 490	3 094	8 666	8 166	8 196	8 567
<b>Transfers and subsidies</b>	<b>7 045 390</b>	<b>7 442 735</b>	<b>7 853 125</b>	<b>8 357 301</b>	<b>8 750 678</b>	<b>9 120 681</b>	<b>9 530 286</b>
Provinces and municipalities	7 045 314	7 442 666	7 852 982	8 357 183	8 750 596	9 120 595	9 530 196
Non-profit institutions	65	69	73	78	82	86	90
Household	11	-	70	40	-	-	-
<b>Payments for capital assets</b>	<b>381</b>	<b>237</b>	<b>450</b>	<b>424</b>	<b>448</b>	<b>467</b>	<b>488</b>
Machinery and Equipment	381	237	450	424	448	467	488
Software and other intangible assets	-	-	-	-	-	-	-
Payments for financial assets	44	3	6	-	-	-	-
<b>Total</b>	<b>7 108 407</b>	<b>7 506 940</b>	<b>7 902 118</b>	<b>8 433 979</b>	<b>8 826 113</b>	<b>9 196 038</b>	<b>9 609 031</b>

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
<b>Details of selected transfers and subsidies</b>							
<b>Current</b>	-						
<b>Transfers</b>	<b>7 045 390</b>	<b>7 442 735</b>	<b>7 853 125</b>	<b>8 357 301</b>	<b>8 750 678</b>	<b>9 120 681</b>	<b>9 530 286</b>
National School Nutrition Programme	6 802 079	7 185 715	7 665 887	8 115 269	8 508 321	8 878 942	9 277 690
HIV/AIDS Life Skills Educators Grant	243 235	256 951	187 095	241 914	242 275	241 653	252 506
<b>Current</b>	<b>76</b>	<b>69</b>	<b>143</b>	<b>118</b>	<b>82</b>	<b>86</b>	<b>90</b>
Childline South Africa	65	69	73	78	82	86	90
Historic School Restoration PRJ	-	-					
Household	11	-	70	40	-	-	-

### **Partnership in Education:**

The Partnership in Education sub-programme plans to utilise the MTEF budget to undertake monitoring and support visits in 75 districts annually. The programmes to be monitored include: the implementation of the National School Safety Framework (NSSF), Social Cohesion as well as Sport and Enrichment programmes. The budgets allocated to this sub-programme will ensure that learner support programmes such as Oral History, Moot Court, Jamborees, Sport and Arts and Culture are hosted at all levels culminating at national level. It will further strengthen the oversight of safety activities and measure the extent of support that districts provide to schools.

### **Care and Support in Schools:**

**Health Promotion:** The HIV/AIDS Life Skills Education Conditional Grant is utilised to support the implementation of the DBE's *National Policy on HIV, STIs and TB for Learners, Educators and Support Staff in South African Public Schools* with a focus of strengthening the provision of CSE through the Curriculum; and the provision of health and social services through the placement of LSAs.

**National School Nutrition Programme (NSNP):** A total budget of R26.7 billion has been allocated for the MTEF. The budget is primarily allocated for the provision of daily nutritious meals for approximately Nine (9) million learners in about 20 000 public schools nationwide. About 20 officials are appointed for the grant oversight at the national level. This includes support and monitoring of compliance to ensure that PEDs implement the programme effectively and efficiently. Provinces have also employed staff at provincial, district and school levels to manage, monitor and implement the programme. The number of officials varies according to the number of schools, socio-economic factors as well as available funding.

## 8. Updated Key Risks

Outcome	Risk Description	Mitigation Strategy
1. Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system	Insufficient budget to implement required mandate (unfunded mandate or inadequately funded mandate).	Develop a programme for monitoring the implementation of Education White Paper 6 to strengthen the system as a whole; Sourcing of funds for all unfunded mandates through partnerships etc.
	Inability to ensure the timeous delivery of appropriate school infrastructure through National and Provincial programmes (ASIDI, SAFE and EIG)	Sourcing of funds for all unfunded mandates through partnerships etc.
	Loss of teaching and learning time due to the COVID-19 pandemic.	Effective planning, management, catch-up of infrastructure and other programmes to support effective learning and teaching in the context of COVID-19
	Incidences of violence in schools.	Roll out of a National School Safety Framework through training of District Coordinators; Extend training on bullying; Training, Monitoring and Evaluation provided to districts and schools (hotspots) in collaboration with district and Planning and Delivery Oversight Unit; School safety coordinators at districts and schools to be put in place.
	No norms and standards in place for the resourcing of special schools	Establish stronger collaboration between IE, curriculum so that monitoring is done; Stricter management control measures to PEDs to ensure that targets for the SIAS (SBSTs, Curriculum Differentials, SASL and DBSTs) are met; Intensify management and control mechanisms to ensure delivery of C/LSPID grant deliverables; Encourage schools to keep learners at their original school while awaiting placement in another school.
	Inaccurate or non-disclosure of financial information/conflict of interest	Regular follow up with the Line function to validate information and records for preparation of financial statements; Regular communications/meetings with Line function to ensure that they understand what needs to be submitted for IFS/AFS.
	Inability to deploy human resource effectively (Supply and demand of educators)	Streamline the coordination of programmes to ensure effective use of HRM; Request additional staff; Streamline the coordination of programmes to ensure effective use of HRM; Request HRM to conduct skills audit and train personnel; Ensure effective succession planning to mitigate the impact of loss of key personnel.
2. Improved information and other systems which enable transformation and an efficient and accountable sector	Compromised Credibility of National Assessment and Public Exam & results	DBE will request existing service providers to partner with other potential service providers in the administration of local standardized assessments and international assessments (e.g. TIMSS and PIRLS) to the broaden market skills and expertise; DBE will increase its advocacy to teacher unions on the purpose assigned to specific standardized assessments.
	Lack of adequate data security/ ICT network infrastructure and skilled human resource	Invest in an Information Management System; Collaboration with EMIS on data requirements and collection.
	Insufficient Budget for system development and maintenance	Sourcing of funds for all unfunded mandates through partnerships.

Outcome	Risk Description	Mitigation Strategy
3. Improved knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery	Lack of coordinated research process within the sector and lack of capacity to analyse, interpret, and utilisation of data in the sector	Motivate for coordinated research processes to serve the sector; Leverage on the monitoring and evaluation components of the conditional grants through to improve evidence based programme planning and implementation as well as decision making within the sector; Utilisation of existing curriculum research and collaborate with scholars from different institutions of higher learning; Succession plans to mitigate the impact of the loss of key personnel; The business process for the filling of posts to be reviewed.
	Lack of a coordinated knowledge management system	Utilisation of existing curriculum research and collaborate with scholars from different institutions of higher learning; Succession plans to mitigate the impact of the loss of key personnel; The business process for the filling of posts to be reviewed.
4. Advanced development of innovative and high-quality educational materials	Lack of designated resources (i.e. personnel or service provider) for the development and digitisation processes.	Budget allocation to advance the development of innovative and high quality educational materials.
5. Enhanced strategic interventions to assist and develop provincial education systems	Norms and standards for provincial monitoring.	Development of norms and standards for provincial monitoring and support; Joint monitoring visits by National officials
6. Improved communication of information and partnerships with stakeholders	Inadequate systemic stakeholder management.	Arrange Media briefings to provide clarity on issues raised

## 9. Public Entities

Name of Public Entity	Mandate	Key Outputs	Current Annual Budget (R thousand)
<b>South African Council for Educators (SACE)</b>	To provide for the registration of educators, manage a system for their continuing professional development, and set, protect and maintain the professional and ethical standards.	Register of qualified and screened educators and lectures	15 528
		Finalised Investigations	
		Monitoring reports on sanctions	
		Professional development activities captured on the CPTD information system	
		Educators supported on professional matters	
		Approved providers and endorsed activities list	
		Teacher Professionalisation Policy	
		Developed Policy Framework Registering Student Educators from 1st year of study	
		Professional Certification Framework and Policy for Educators	
		Research reports completed	
Statistical report on the status of the teaching profession			
<b>Umalusi</b>	National Qualifications Framework Act (Act 67 of 2008); and General and Further Education and Training Quality Assurance (GENFETQA) (Act 58 of 2001).	Reports on management of qualifications	162 031
		Reports on the certification of learner achievements	
		Reports on the verification of certificates issued	
		Completed research reports	
		Published quality assurance of assessment reports	
		Approved question papers	
		Audited assessment bodies for state of readiness	
		Verified marking	
		Moderated internal assessment	
		Accreditation outcomes for private education institutions	
		Monitored private education institutions	

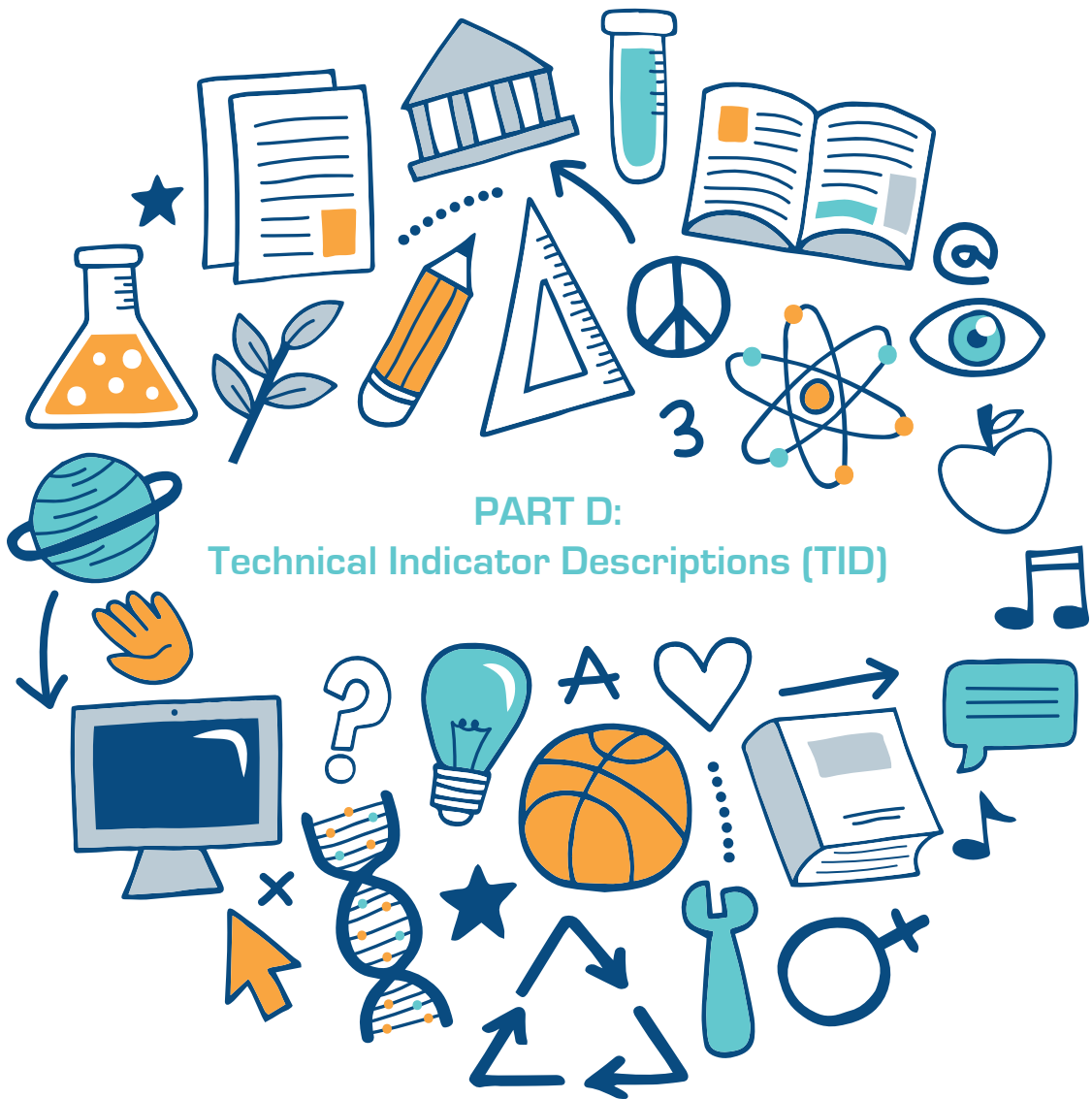
## 10. Infrastructure Projects

No.	Project name	Programme	Project description	Outputs	Project start date	Project completion date	Total Estimated cost	Total Current Expenditure
1	ASIDI	ASIDI	Inappropriate Structures	New School	January 2021	March 2023	R732 785 808.00	R720 947 265
2	SAFE	SAFE	Sanitation	New School	January 2021	June 2022	R168 906 590.00	R1 017 768 703

## 11. Public Private Partnerships

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

PPP Name	Purpose	Outputs	Current Value of Agreement	End Date of Agreement
Sethekgo	Finance, Design, Construction and Maintenance of the DBE Head Office	As per schedule 3 part 2 of the PPP agreement	R729 487 225.87	End of 2035 Financial Period



**PART D:**  
**Technical Indicator Descriptions (TID)**

<b>Indicator Title</b>	<b>1.1.1 Percentage of valid invoices paid within 30 days upon receipt by the Department.</b>
<b>Definition</b>	To ensure that all valid invoices received by the DBE are paid within 30 days of receipt from the suppliers. Valid invoices refers to invoices that meet Treasury regulations (Section 8.2.3) and PFMA as well as Income Tax Act requirements
<b>Source of data</b>	Data sourced from the Basic Accounting System (BAS).
<b>Method of Calculation/ Assessment</b>	<u>Total number of valid invoices paid within 30 days of receipt by the institution</u> Total number of valid invoices received and paid by the institution Multiply by 100
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>• Accrual report for invoices not paid.</li> <li>• Quarterly reports for all invoices received and paid by the DBE.</li> </ul>
<b>Data limitations</b>	Suppliers not submitting invoices on time.
<b>Assumptions</b>	There is sufficient budget to pay service providers.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Cumulative: year-end
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	All invoices received are paid within 30 days.
<b>Indicator responsibility</b>	Lead – Branch A: Finance and Administration

<b>Indicator Title</b>	<b>1.1.2 Number of reports on misconduct cases resolved within 90 days.</b>
<b>Definition</b>	The indicator measures the number of reports on misconduct cases submitted to the Department of Public Service and Administration (DPSA) within the financial year. Misconduct refers to the transgression of the code of conduct by an official in which case a disciplinary action was instituted for such act. This includes both progressive and formal disciplinary actions as outlined in Resolution 1 of 2003- Clause 7.2(a) - and Chapter 7, clause 2.7(2)(b) of the SMS Handbook.
<b>Source of data</b>	Signed list of formal cases submitted by line managers to the Directorate: Labour Relations to initiate/ institute a disciplinary process. Signed list of those cases resolved by the Directorate: Labour Relations. Personnel and Salary System (PERSAL) reports.
<b>Method of Calculation/ Assessment</b>	Count the number of reports produced.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>• Quarterly misconduct reports submitted to the DPSA.</li> </ul>
<b>Data limitations</b>	Resolution time may be extended beyond 90 days.
<b>Assumptions</b>	People report misconduct cases.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Cumulative: year-end
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	All misconduct cases are resolved within 90 days.
<b>Indicator responsibility</b>	Lead – Branch A: Finance and Administration



<b>Indicator Title</b>	<b>1.1.3 Number of capacity building programmes offered to the DBE officials.</b>
<b>Definition</b>	The indicator measures the number of capacity-building programmes offered to the DBE officials within the financial year.
<b>Source of data</b>	Records of capacity-building programmes conducted.
<b>Method of Calculation/ Assessment</b>	Count the number of capacity-building programmes offered to the DBE officials.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>• Signed list of programmes with dates conducted</li> <li>• Attendance registers per programme conducted.</li> <li>• Completion certificates</li> </ul>
<b>Data limitations</b>	No officials attending in a particular quarter.
<b>Assumptions</b>	The DBE will appoint new officials who will undergo the Compulsory Induction Programme. The DBE officials will request capacity-building programmes for professional development. Some training will be done online. Some training will be done via Teams/ Zoom.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: not applicable</p> <p>Target for Youth: not applicable</p> <p>Target for Persons with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on the contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	Fourteen capacity-building programmes per year (the DBE officials are offered and attend capacity-building programmes that are appropriate for their identified training needs and contribute to their development).
<b>Indicator responsibility</b>	Lead – Branch A: Finance and Administration

<b>Indicator Title</b>	<b>1.1.4 Number of Schedule 4, 5 and 6 Conditional Grants Quarterly Performance Reports submitted to National Treasury (NT) 45 days after the end of each quarter.</b>
<b>Definition</b>	<p><b>Schedule 4 Conditional Grant</b> specifies allocations to provinces to supplement the funding of programmes or functions funded from provincial budgets. The Education Infrastructure Grant is a prime example of such a grant where provincial equitable share portion for education infrastructure is supplemented by an allocation from the national tier of government. In reporting on implementation of the grant, the focus of the report would encompass both projects funded from the respective provincial equitable share and those undergirded with funding from the conditional grant.</p> <p><b>Schedule 5 Conditional Grants</b> which are specifying specific-purpose allocations to provinces that are entirely flowing from the national tier without any matching funding from the provincial equitable share. Most of the conditional grants in the education sector are Schedule 5 grants which include HIV/AIDS Life Skills Education Programme, Learners with Severe to Profound Intellectual Disabilities, Mathematics, Science and Technology and National School Nutrition Programme. Reports on implementation would typically focus on grant outputs alone.</p> <p><b>Part A of Schedule 6 Conditional Grant</b> which is specifying allocations-in-kind to provinces for designated special programmes. A prime example of this in the Basic Education Sector is the Schools Backlogs Infrastructure Grant (SBIG) which is implemented by the Department of Education and the outputs bequeathed as an in-kind contribution to the Provincial Education Departments. It is treated as an internal programme of the DBE with all reporting requirements mirroring schedule 4 to 5 conditional grants.</p> <p>The following Conditional Grants are submitted to NT 45 days after the end of the quarter:</p> <ol style="list-style-type: none"> <li>1. Education Infrastructure Grant</li> <li>2. HIV/AIDS Life Skills Education Grant</li> <li>3. Mathematics, Science and Technology Grant</li> <li>4. Children/Learners with Severe to Profound Intellectual Disability Grant</li> <li>5. National School Nutrition Grant</li> <li>6. School Backlogs Infrastructure Grant</li> <li>7. Early Childhood Development Grant</li> </ol> <p>Performance information on the status of implemented grants is submitted especially progress on outputs (as contained in the grant framework) as expressed in the approved business plan for the year. This performance information which has both financial and non-financial information focus on achievements for the quarter under review, challenges and mitigation measures to improve performance.</p> <p>Note that the 4<sup>th</sup> quarterly report of the previous financial year is produced in April of the new financial year; e.g. in April 2020, the DBE produced the 4<sup>th</sup> quarterly report for 2019/20 as the first quarterly output in the 2020/21 financial year.</p>
<b>Source of data</b>	Submission letter to the DPME.
<b>Method of Calculation/ Assessment</b>	No calculation required - proof of submission within 45 days of the quarter's end.
<b>Means of Verification</b>	A copy of each of the four quarterly performance reports with a signed DG letter to DG: National Treasury submitting the reports
<b>Data limitations</b>	The quarterly report of quarter X is reported in quarter X+1. Therefore, the fourth quarterly report of 2019/20 was reported in the first quarter of 2020/21
<b>Assumptions</b>	None
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Cumulative: year-end
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To develop and submit four quarterly performance reports per conditional grant in accordance with the Division of Revenue Act requirements.
<b>Indicator responsibility</b>	Lead – Branch A: Administration

<b>Indicator Title</b>	<b>1.2.1 The Annual Performance Plan is approved by 31 March each financial year.</b>
<b>Definition</b>	This indicator measures the APP production process from the first draft until the plan is approved by 31 March of each year. Approval is given by the Minister of Basic Education. The process of developing the plan for any financial year occurs in the preceding financial year. For example, the 2022/23 APP is approved around March 2022, however, the process of development takes place in the 2021/22 financial year.
<b>Source of data</b>	Draft APP: the DBE's letter of submission to the DPME (October 2021). Final APP: the DBE's letter of submission to the DPME (March 2022)
<b>Method of Calculation/ Assessment</b>	No calculations required – proof of tabling as per Parliamentary Calendar.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>The DBE esubmission that reflects the signature of the Minister of Basic Education to approve the APP.</li> </ul>
<b>Data limitations</b>	Time lag of one year. For any given financial year (x), the APP must be developed and approved in the prior year (x-1); e.g. the 2022/23 APP is developed in 2021/22 and approved before 31 March 2022.
<b>Assumptions</b>	None
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	To develop the APP in accordance with the PFMA and the applicable DPME framework and National Treasury requirements, and have it approved before implementation.
<b>Indicator responsibility</b>	Lead – Branch B: Business Intelligence

<b>Indicator Title</b>	<b>1.2.2 Number of Quarterly Performance Reports submitted to National Treasury (NT) and the DPME 30 days after the end of each quarter.</b>
<b>Definition</b>	These are quarterly performance reports that are produced every quarter against targets set in the APP. For annual targets, progress is narrated to reflect the milestones reached. Note that the 4 <sup>th</sup> quarterly report of the previous financial year is produced in April of the new financial year; e.g. in April 2022, the DBE produced the 4 <sup>th</sup> quarterly report for 2021/22 as the first quarterly output in the 2022/23 financial year.
<b>Source of data</b>	Submission letter to the DPME.
<b>Method of Calculation/ Assessment</b>	No calculation required - proof of submission within 30 days of the quarter's end.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>A copy of each of the four quarterly performance reports that reflect the signature of the Director-General of the DBE appended to the Accounting Officer's Foreword.</li> </ul>
<b>Data limitations</b>	The quarterly report of quarter X is reported in quarter X+1. Therefore, the fourth quarterly report of 2021/22 was reported in the first quarter of 2022/23
<b>Assumptions</b>	None
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Cumulative: year-end
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	To develop and submit four quarterly performance reports in accordance with the DPME and National Treasury requirements.
<b>Indicator responsibility</b>	Lead – Branch B: Business Intelligence

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

<b>Indicator Title</b>	<b>2.1.2 Number of learners obtaining subject passes towards an NSC or extended Senior Certificate (SC), including upgraded NSC, through the Second Chance Matric Programme (SCMP).</b>
<b>Definition</b>	<p>Subject passes towards an NSC or extended SC by accessing resources from the Second Chance Matric Programme (SCMP), which provides the following models of support:</p> <ul style="list-style-type: none"> <li>• Face-to-face classes in selected centres throughout the country.</li> <li>• Radio and television broadcasting.</li> <li>• Online and offline digital programme (The DBE Cloud and Vodacom E School).</li> <li>• Print resources.</li> </ul> <p>These learners include:</p> <ul style="list-style-type: none"> <li>• Supplementary learners (including those who did not meet the NSC requirements for a Diploma or Degree pass).</li> <li>• Progressed learners who modularised and will sit for the May/ June examinations.</li> <li>• Candidates writing the extended Senior Certificate in May/ June.</li> <li>• Part-time NSC candidates writing the November examinations (including candidates upgrading their pass status).</li> <li>• Adult who have Grade 7 or equivalent and wish to achieve the matric qualifications.</li> </ul> <p>The Programme provides support for the 11 high enrolment subjects (pass mark of &gt;30%), languages (pass mark of &gt;40%) and other critical subjects viz:</p> <p>(i) Mathematics;  (ii) Mathematical Literacy;  (iii) Physical Science;  (iv) Agricultural Science;  (v) Life Science;  (vi) History;  (vii) Geography;  (viii) Accounting;  (ix) Economics;  (x) Business Studies;  (xi) English First Additional Language (FAL);  (xii) Support of the 12 Home Languages, including SASL; and  (xiii) Technical Subjects.</p>
<b>Source of data</b>	NSC and SC Database sourced from the DBE examinations.
<b>Method of Calculation/ Assessment</b>	Count the number of learners who have achieved subject passes towards obtaining the NSC and amended SC, using the examinations database supported through the SCMP.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>• Signed list of learners enrolled on the examinations database.</li> <li>• Signed list of results of learners who achieved subject passes towards a Bachelor, diploma or certificate towards the NSC or an extended Senior Certificate. This includes learners who have upgraded their Grade 12.</li> </ul>
<b>Data limitations</b>	<p>The DBE is reliant on data from external sources – Examinations Database, registration of learners, data from the DBE Cloud/ website and Vodacom E School, District offices, and data from broadcasters that is not learner-specific.</p> <p>Learners accessing support unable to provide examination or ID numbers at venues.</p> <p>The target achieved in the 4<sup>th</sup> quarter emanates from the supplementary examinations which were written in February/ March of the 2020/21 academic year. However, results were only available in May 2021.</p> <p>Out-of-school candidates do not take all subjects but a few subjects a year and will therefore not necessary obtain an NSC in one year. However, their subject passes are still an achievement as they are credited towards the qualification.</p> <p>Learners accessing the broadcast lessons on television and radio and those who access the available online resources.</p>
<b>Assumptions</b>	All learners who register and sit for the May/June and October/November examinations each year.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: not applicable</p> <p>Target for Youth: not applicable</p> <p>Target for Persons with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on the contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Calculation type</b>	Cumulative: year-end
<b>Reporting cycle</b>	Bi-annually
<b>Desired performance</b>	High number of learners passing the NSC and extended SC or upgraded NSC pass that will improve opportunities at tertiary institutions.
<b>Indicator responsibility</b>	Lead – Branch C: Curriculum Policy, Support and Monitoring

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

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

<b>Indicator Title</b>	<b>2.1.5 An Annual National Report is produced on the development of a new funding model for ECD.</b>
<b>Definition</b>	The disbursement of public funds for ECD delivery is done through a range of different modalities. This process will identify the most appropriate funding model/s for future disbursement by the DBE.
<b>Source of data</b>	Approved Annual National Report on the review of the subsidy payment mechanism
<b>Method of Calculation/ Assessment</b>	An Annual National Report is produced on the review of the payment mechanism of the ECD subsidy
<b>Means of verification</b>	Approved Annual National Report on the review of the subsidy payment mechanism of the ECD subsidy
<b>Data limitations</b>	None
<b>Assumptions</b>	There is a budget available to conduct the review. The budget for ECD services has been transferred to the Department of Basic Education.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	The review will provide possible options for effective mechanisms to disburse funds to implement a quality ECD programme.
<b>Indicator Responsibility</b>	Lead – Branch D: Delivery and Support Support – Branch A: Finance and Administration

<b>Indicator Title</b>	<b>2.1.6 An Annual National Report is produced on conducting an Early Childhood Development census to inform the integration of ECD into the EMIS .</b>
<b>Definition</b>	Currently no data exists on the number of ECD programmes that are being delivered in the country, and the number of children who are attending these programmes. The ECD census collected the baseline information on the number of programmes, practitioners and children. This information will be used to integrate ECD into EMIS.
<b>Source of data</b>	The ECD census data is integrated into the EMIS
<b>Method of Calculation/ Assessment</b>	An Annual National Report is produced on the integration of the Early Childhood Development census data into the EMIS
<b>Means of verification</b>	• Approved Annual National Report on the integration of ECD data into EMIS
<b>Data limitations</b>	Currently no data exist.
<b>Assumptions</b>	The Western Cape NPO registration system can be utilised to maintain the ECD census data.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
<b>Spatial Transformation (where applicable)</b>	If the information is accurate, this will assist in increasing access to quality ECD services, particularly those in the poorest and most vulnerable communities.
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	A database exists with all ECD programmes and the number of children that attend these programmes. A system is in place to update the database annually.
<b>Indicator Responsibility</b>	Lead – Branch D: Delivery and Support Support – Branch B: Business Intelligence

<b>Indicator Title</b>	<b>2.1.7 An Annual National Report is produced on developing an Early Childhood Development (ECD) Human Resource Development (HRD) Plan.</b>
<b>Definition</b>	The ECD Human Resource Development Plan will centre on a particular service delivery model where different stakeholders each have their specific function to fulfil and clearly defined roles and responsibilities. The Plan will articulate the requirements around the requisite level of qualifications, continuing professional development and in-service training requirements, career pathing and service conditions for the different role players in the sector.
<b>Source of data</b>	Report on ECD service delivery model and its workforce implications
<b>Method of Calculation/ Assessment</b>	An Annual National Report is produced on the piloting of the new service delivery model and its workforce implications
<b>Means of verification</b>	Approved Annual National Report on piloting the new service delivery model and its workforce implications
<b>Data limitations</b>	Information is not submitted by PEDs and the Department of Social Development,
<b>Assumptions</b>	There is an agreed-upon service delivery model.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on contribution to spatial transformation priorities: The execution of the HRD plan will assist in increasing access to quality ECD services, particularly those in the poorest and most vulnerable communities. The services will be delivered by appropriately qualified and competent practitioners. Reflect on the spatial impact area: Not Applicable
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	All ECD practitioners are appropriately qualified to deliver quality service.
<b>Indicator Responsibility</b>	Lead – Branch D: Delivery and Support Support – Branch T: Teachers, Education Human Resources and Institutional Development

<b>Indicator Title</b>	<b>2.1.8 Number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12.</b>
<b>Definition</b>	One of the primary responsibilities of the national Department is to monitor and support the implementation of the National Curriculum Statement (NCS) in all subjects for the Further Education and Training (FET) band. Subject-specific monitoring tools to be developed. Monitoring could be both virtual and on-site at a sample of schools in identified districts to determine the extent to which the curriculum is implemented, identify gaps in implementation and areas of support required.
<b>Source of data</b>	Information is obtained through virtual and/or in-person monitoring.
<b>Method of Calculation/ Assessment</b>	Count the number of districts monitored on implementation of the National Curriculum Statement (NCS) for Grades 10–12.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Completed monitoring tools.</li> <li>Signed list of districts monitored with dates monitored.</li> <li>Consolidated monitoring status annual report.</li> </ul>
<b>Data limitations</b>	Service delivery protests might impact the collection of data on monitoring of the NCS implementation. Teacher union disengagements with the employer might hinder the collection of data on monitoring of the NCS implementation. Lockdown restrictions on travel and health and safety protocols might affect on-site monitoring
<b>Assumptions</b>	Monitoring of schools in districts will improve learner performance and accountability in the district.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	The quality of learning and teaching in identified subjects will improve.
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	To improve the quality of teaching to impact on learner performance in identified subjects.
<b>Indicator Responsibility</b>	Lead – Branch C: Curriculum Policy, Support and Monitoring



<b>Indicator Title</b>	<b>2.1.9 Number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor level passes.</b>
<b>Definition</b>	One of the primary responsibilities of the national Department is to monitor and support the implementation of the National Curriculum Statements (NCS) in all subjects for the Further Education and Training (FET) band. The number of Bachelor-level passes per subject obtained is an indicator of the quality of learning and teaching. Extra support classes provided in provinces are one of the interventions used to increase the number of Bachelor-level passes per subject. Subject specialists monitor a sample of extra-support classes/ centres in provinces. The quality of the intervention is assessed against a monitoring instrument to judge the effectiveness of the interventions and identify best practices for sharing among the provinces. The monitoring could be both on site and/or virtual.
<b>Source of data</b>	Information is obtained either through desktop and/or on-site monitoring.
<b>Method of Calculation/ Assessment</b>	Count the number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor-level passes.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Completed monitoring tools.</li> <li>Signed list of schools monitored per quarter with dates monitored.</li> <li>Consolidated monitoring status annual report.</li> </ul>
<b>Data limitations</b>	Some of the data is dependent on information from provinces of which the DBE cannot confirm the accuracy. Not all subjects are offered during extra-support classes. Data on certain subjects might not be available. Lockdown restrictions on travel and health and safety protocols might affect on site monitoring
<b>Assumptions</b>	Monitoring will increase the number of Bachelor-level passes in identified subjects in Grade 12.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: Learners who are vulnerable are supported to achieve excellence in passing Grade 12. Reflect on the spatial impact area: not applicable
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	To increase the Bachelor-level passes in Grade 12.
<b>Indicator Responsibility</b>	Lead – Branch C: Curriculum Policy, Support and Monitoring

<b>Indicator Title</b>	<b>2.1.10 Number of schools monitored for implementing compulsory entrepreneurship education.</b>
<b>Definition</b>	Entrepreneurship education is aimed at incrementally infusing project-based learning in the 'Project' assessment task in Section 4 of the Curriculum and Assessment Policy Statements from Grades R–12 through the Entrepreneurship, Employability and Education Programme.  The purpose of the Entrepreneurship, Employability and Education Programme is to develop entrepreneurial skills and competencies of learners and teachers; and to strengthen project-based teaching and learning.
<b>Source of data</b>	Information is obtained through onsite and desktop monitoring.
<b>Method of Calculation/ Assessment</b>	Count the number of schools monitored for implementing compulsory entrepreneurship education.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Completed monitoring tools.</li> <li>Signed list of schools monitored per quarter with dates monitored.</li> <li>Consolidated monitoring status annual report.</li> </ul>
<b>Data limitations</b>	Some of the data is dependent on information from districts and provinces of which the DBE cannot confirm the accuracy.
<b>Assumptions</b>	All schools implement entrepreneurship education.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	To improve the implementation of project-based learning.
<b>Indicator Responsibility</b>	Lead – Branch C: Curriculum Policy, Support and Monitoring Support – Branch ODG: Office of the Director-General

<b>Indicator Title</b>	<b>2.1.11 An Annual National Report is produced on the implementation of the General Education Certificate (GEC).</b>
<b>Definition</b>	The GEC is the qualification at level 1 on the National Qualifications Framework (NQF) that is intended to formally recognise achievements of learners at the end of the compulsory phase of schooling (GET).
<b>Source of data</b>	An Annual National Report will be produced by the DBE, but the data will be collected from individual PED reports.
<b>Method of Calculation/ Assessment</b>	An Annual National Report is produced on the implementation of the GEC.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Approved Annual National Report on the implementation of the General Education Certificate (GEC).</li> </ul>
<b>Data limitations</b>	Data on learner performance from internally assessed subjects at a school level.
<b>Assumptions</b>	Successful implementation of the GEC.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: not applicable</p> <p>Target for Youth: not applicable</p> <p>Target for Persons with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on the contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	Provision of guidance regarding the articulation of Grade 9 learners into the three learning pathways from Grade 10.
<b>Indicator Responsibility</b>	Lead – Branch C: Curriculum Policy, Support and Monitoring

<b>Indicator Title</b>	<b>2.1.12 An Annual Sector Report is produced on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively.</b>
<b>Definition</b>	<p>Approved Annual Sector Report on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively.</p> <p>The Three Stream Model is characterised by three interlinked (portable) and equivalent streams, each with one or multiple learning pathways such as academic, occupational and vocational.</p> <p>The Three Stream Model identifies the Occupational Stream as focusing on preparing learners mainly for the world of work, which has been piloted in Schools of Skill since 2017, and has been in full implementation in Schools of Skill in 2021 and piloting in ordinary schools from 2021: preparing learners for the workplace. The DBE technical working group has amended the terminology from what was “Technical Occupational Stream” to the current which is “Occupational Stream” outlined in the concept note for the Three Stream Model, the targeted outcome remains the same.</p>
<b>Source of data</b>	An Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports.
<b>Method of Calculation/ Assessment</b>	An Annual Sector Report is produced on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Approved Annual Sector Report on schools that pilot and implement the Vocational Stream and Occupational Stream, respectively</li> <li>Nine signed PED reports substantiating the Annual Sector Report.</li> </ul>
<b>Data limitations</b>	PEDs may not submit data for the consolidation of the Annual Sector Report.
<b>Assumptions</b>	There is a set of Schools of Skills and public ordinary schools in which implementation and piloting will take place.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: not applicable</p> <p>Target for Youth: not applicable</p> <p>Target for People with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on the contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	Public ordinary schools implementing the Technical Occupational Stream.
<b>Indicator Responsibility</b>	<p>Lead – Branch C: Curriculum Policy, Support and Monitoring</p> <p>Support – Branch D: Delivery and Support</p>

<b>Indicator Title</b>	<b>2.1.13 Number of schools monitored for piloting the Coding and Robotics curriculum.</b>
<b>Definition</b>	The DBE has introduced the subject of Coding and Robotics to develop digital skills in learners in line with the demands of the fourth industrial revolution. The subject will be taught from Grade R–9.
<b>Source of data</b>	School monitoring tools
<b>Method of Calculation/ Assessment</b>	Count the number of schools monitored for piloting the Coding and Robotics curriculum.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Completed monitoring tools.</li> <li>Signed list of schools monitored per quarter with dates monitored.</li> <li>Consolidated monitoring status annual report.</li> </ul>
<b>Data limitations</b>	This is a new subject that may not yet be catered for in the school timetables.
<b>Assumptions</b>	It is assumed that schools will be ready for the pilot phase.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: not applicable</p> <p>Target for Youth: not applicable</p> <p>Target for Persons with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on the contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	Learners are equipped with the digital skills needed to function in the 21st century.
<b>Indicator Responsibility</b>	Lead – Branch D: MST & e-Learning

<b>Indicator Title</b>	<b>2.2.1 Number of schools monitored on the implementation of the reading norms.</b>
<b>Definition</b>	This refers to the number of public ordinary schools that offer Grade R–9 monitored on Reading Norms. These are standardised benchmarks for reading and writing that are aligned to the Curriculum for Home Language and First Additional Language for Grades R–9. Desktop monitoring will be used. The desktop monitoring tool will be emailed to the schools.
<b>Source of data</b>	<p>Information is obtained through desktop monitoring.</p> <p>The desktop evaluation form will have a school stamp with a date and will be signed off by the school principal. The evaluation form will be verified by the district official by completing the relevant sections on the evaluation tool during their school monitoring and will be submitted to the DBE.</p>
<b>Method of Calculation/ Assessment</b>	Count the number of schools monitored on the implementation of the reading norms.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>Completed monitoring tools.</li> <li>Signed list of schools monitored per quarter with dates monitored.</li> <li>Consolidated monitoring status annual report.</li> </ul>
<b>Data limitations</b>	Some of the data is dependent on information from provinces of which the DBE cannot confirm the accuracy.
<b>Assumptions</b>	Every learner can read fluently and with meaning in their Home Language and First Additional Language.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: not applicable</p> <p>Target for Youth: not applicable</p> <p>Target for Persons with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on the contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	To improve reading proficiency levels in public schools. To achieve the targets in <i>the Action Plan 2024: Towards the Realisation of Schooling 2030</i> .
<b>Indicator responsibility</b>	Lead – Branch C: Curriculum Policy, Support and Monitoring

<b>Indicator Title</b>	<b>2.2.2 Number of schools monitored on the implementation of the Incremental Introduction to African Languages (IIAL).</b>
<b>Definition</b>	The IIAL strategy is aimed at promoting the utilisation of previously marginalised African languages in public schools that are not implementing an African language in Grades 1–9. Desktop monitoring will be used. . The desktop monitoring tool will be emailed to the schools.
<b>Source of data</b>	Information is obtained through desktop monitoring. The desktop evaluation form will have a school stamp with a date and will be signed off by the school principal. The evaluation form will be verified by the district official by completing the relevant sections on the evaluation tool during their school monitoring and will submit to the DBE.
<b>Method of Calculation/ Assessment</b>	Count the number of schools monitored on the implementation of the IIAL.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>• Completed monitoring tools.</li> <li>• Signed list of schools monitored per quarter with dates monitored.</li> <li>• Consolidated monitoring status annual report.</li> </ul>
<b>Data limitations</b>	Some of the data is dependent on information from provinces of which the DBE cannot confirm the accuracy.
<b>Assumptions</b>	All schools offer a previously marginalised official African language.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	To achieve the targets in the <i>Action Plan 2024: Towards the Realisation of Schooling 2030</i> .
<b>Indicator responsibility</b>	Lead – Branch C: Curriculum Policy, Support and Monitoring

<b>Indicator Title</b>	<b>2.2.3 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA).</b>
<b>Definition</b>	The EGRA is a diagnostic reading assessment aimed at improving reading proficiency levels in the early grades. The monitoring will focus on Grades 2 and 3 classes. Monitoring will be done through desktop analysis.
<b>Source of data</b>	Information is obtained through desktop monitoring. The desktop monitoring instruments will have a school stamp with a date and will be signed off by school principal or delegated official from the school. The evaluation form will be verified by the district official by completing the relevant sections on the evaluation tool during their school monitoring and submitting to the DBE.
<b>Method of Calculation/ Assessment</b>	Count the number of underperforming schools monitored on the implementation of the EGRA.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>• Completed monitoring tools</li> <li>• Signed list of schools monitored per quarter with dates monitored.</li> <li>• Consolidated monitoring status annual report.</li> </ul>
<b>Data limitations</b>	Some of the data is dependent on information from provinces of which the DBE cannot confirm the accuracy.
<b>Assumptions</b>	Every learner can read fluently and with meaning in their Home Language and First Additional Language.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	To improve reading proficiency levels in public schools. To achieve the targets in the <i>Action Plan 2024: Towards the Realisation of Schooling 2030</i> .
<b>Indicator responsibility</b>	Lead – Branch C: Curriculum Policy, Support and Monitoring

<b>Indicator Title</b>	<b>2.2.4 Number of schools with multi-grade classes monitored for implementing the multi-grade toolkit.</b>
<b>Definition</b>	The multi-grade toolkit is a resource that was developed to support curriculum delivery in schools with multi-grade classes. The multi-grade toolkit caters for all subjects in the General Education Band from Grades 1–9.
<b>Source of data</b>	Information is obtained through desktop monitoring.
<b>Method of Calculation/ Assessment</b>	Count the number of schools with multi-grade classes monitored for implementing the multi-grade toolkit.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>Completed monitoring tools.</li> <li>Signed list of schools monitored per quarter with dates monitored.</li> <li>Consolidated monitoring status annual report.</li> </ul>
<b>Data limitations</b>	Provinces will also provide data on schools monitored.
<b>Assumptions</b>	All schools with multi-grade classes have the multi-grade toolkit.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: not applicable</p> <p>Target for Youth: not applicable</p> <p>Target for Persons with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on the contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	To achieve improved curriculum coverage in schools with multi-grade classes.
<b>Indicator Responsibility</b>	Lead – Branch C: Curriculum Policy, Support and Monitoring

<b>Indicator Title</b>	<b>2.2.5 An Annual Sector Report is produced on the implementation of the National Reading Plan.</b>
<b>Definition</b>	The National Reading Plan for primary schools is aimed at improving performance in reading for Grades R–6.
<b>Source of data</b>	An Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports.
<b>Method of Calculation/ Assessment</b>	An Annual Sector Report is produced on the implementation of the National Reading Plan.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Approved Annual Sector Report on the implementation of the National Reading Plan.</li> <li>Nine signed PED reports substantiating the Annual Sector Report.</li> </ul>
<b>Data limitations</b>	PEDs may not submit data for the consolidation of the Annual Sector Report.
<b>Assumptions</b>	All schools implement the National Reading Plan.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: not applicable</p> <p>Target for Youth: not applicable</p> <p>Target for Persons with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on the contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	To improve reading proficiency levels in public schools.
<b>Indicator Responsibility</b>	<p>Lead – Branch C: Curriculum Policy, Support and Monitoring</p> <p>Support – Branch S, Branch T and ODG</p>

<b>Indicator Title</b>	<b>2.2.6 An Annual Sector Report is produced on the number of public schools monitored on the availability of readers.</b>
<b>Definition</b>	'Public schools' refer to schools within PEDs. Public schools receive financial allocations, part of which is used to procure readers for learners themselves, or centrally at the provincial level. A reader is a book containing extracts of a text or texts, designed to give learners of a language practice in reading.
<b>Source of data</b>	Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports
<b>Method of Calculation/ Assessment</b>	An Annual Sector Report is produced on the number of public schools monitored on the availability of readers.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• Approved Annual Sector Report on the number of public schools monitored on the availability of readers.</li> <li>• Nine signed PED reports substantiating the Annual Sector Report.</li> </ul>
<b>Data limitations</b>	PEDs may not submit data for the consolidation of the Annual Sector Report.
<b>Assumptions</b>	Readers are procured by the school/ province. Readers are retrieved from learners each year.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: not applicable</p> <p>Target for Youth: not applicable</p> <p>Target for Persons with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on the contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Type of indicator</b>	Output
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	All (100%) of sampled public schools that are monitored have access to textbooks.
<b>Indicator Responsibility</b>	Lead – Branch D: Delivery and Support

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

<b>Indicator Title</b>	<b>2.3.2 Percentage of public schools with Home Language workbooks for learners in Grades 1 to 6 per year, after having placed an order.</b>
<b>Definition</b>	Public Schools refers to schools offering Grades 1-6 and which have placed Home Language workbook orders according to the provincial data submitted to the DBE. Grade 1-6 workbooks are produced and delivered as follows: ItemDescription Delivery Plan: Volume 1 Grades 1-6 Home Languages Oct-Nov 2022 Volume 2 Grades 1-6 Home Languages Jan-Feb 2023
<b>Source of data</b>	The DBE consolidates a list of schools that placed an order for Grades 1-6 Home Languages workbooks. The DBE consolidates a list of schools in which Grades 1-6 Home Languages workbooks were delivered with hyperlinks to the delivery note.
<b>Method of Calculation/ Assessment</b>	Numerator: Total number of public ordinary schools provided with Home Language workbooks Denominator: Total number public ordinary schools that have ordered Grade 1-6 workbooks Multiply by 100.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>• Signed copies of workbooks</li> <li>• Proof of deliveries</li> </ul>
<b>Data limitations</b>	Late learner admission; Rationalisation/merging of small schools; Schools placing an order on items not provided by the DBE; Schools changing Language of Teaching and Learning after placement of workbook order; provinces submitting outdated data on learner numbers per grade; Omission of some grades or schools on the data submitted.
<b>Assumptions</b>	<ul style="list-style-type: none"> <li>• The Language of Learning and Teaching (LoLT) for schools submitted by provinces does not change</li> <li>• The names of schools submitted by provinces do not change.</li> </ul>
<b>Disaggregation of Beneficiaries applicable)</b>	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
<b>Calculation type</b>	Non-Cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	Public schools with Grades 1-6 which have placed orders have access to Home Language workbooks in the correct language.
<b>Indicator responsibility</b>	Lead – Branch D: Delivery and Support

<b>Indicator Title</b>	<b>2.3.3 Percentage of public schools with Mathematics workbooks for learners in Grades 1 to 9 per year, after having placed an order.</b>
<b>Definition</b>	Public Schools refers to schools offering Grades 1-9 and which have placed Mathematics workbook orders according to the provincial data submitted to the DBE. Grade 1-9 workbooks are produced and delivered are as follows: Item Description Delivery Plan: Volume 1 Grades 1-9 Mathematics Oct-Nov 2022 Volume 2 Grades 1-9 Mathematics Jan-Feb 2023
<b>Source of data</b>	The DBE consolidates a list of schools that placed an order for Grade 1-9 Mathematics workbooks. The DBE consolidates a list of schools in which Grades 1-9 Mathematics workbooks were delivered with hyperlinks to the delivery note.
<b>Method of Calculation/ Assessment</b>	Numerator: Total number of public ordinary schools provided with Mathematics workbooks Denominator: Total number of public ordinary schools that have ordered Grade 1-9 workbooks Multiply by 100.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>Signed copies of workbooks</li> <li>Proof of deliveries</li> </ul>
<b>Data limitations</b>	Late learner admission; Rationalisation/merging of small schools; Schools placing an order on items not provided by the DBE; Schools changing Language of Teaching and Learning after placement of workbook order; provinces submitting outdated data on learner numbers per grade; Omission of some grades or schools on the data submitted.
<b>Assumptions</b>	<ul style="list-style-type: none"> <li>The Language of Learning and Teaching (LoLT) for schools submitted by provinces does not change</li> <li>The names of schools submitted by provinces do not change.</li> </ul>
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
<b>Calculation type</b>	Non-Cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	Public schools with Grades 1-9 which have placed orders have access to Mathematics workbooks.
<b>Indicator responsibility</b>	Lead – Branch D: Delivery and Support



<b>Indicator Title</b>	<b>2.3.4 Percentage of public schools with workbooks for learners in Grades R per year, after having placed an order.</b>
<b>Definition</b>	'Public Schools' refers to schools offering Grade R and that have placed workbook orders according to the provincial data submitted to the DBE. Grade R workbooks are produced and delivered as Volume 1–4 as follows: Item Description Delivery Plan: Book 1 For use during term 1 of the academic year Oct-Nov 2022 Book 2 For use during term 2 of the academic year Oct-Nov 2022 Book 3 For use during term 3 of the academic year Jan-Feb 2023 Book 4 For use during term 4 of the academic year Jan-Feb 2023
<b>Source of data</b>	The DBE consolidates a list of schools that placed an order for Grade R workbooks. The DBE consolidates a list of schools in which Grade R workbooks were delivered with hyperlinks to the delivery note.
<b>Method of Calculation/ Assessment</b>	Numerator: Total number of public ordinary schools provided with Grade R workbooks Denominator: Total number of public ordinary schools that have ordered Grade R workbooks Multiply by 100
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>Signed proof of deliveries.</li> <li>Signed list of schools that placed an order</li> </ul>
<b>Data limitations</b>	Late learner admission; rationalisation/ merging of small schools; schools placing an order on items not provided by the DBE; schools changing the Language of Teaching and Learning (LoLT) after place workbook order; provinces submitting outdated data on learner number per grade; omission of some grades or schools on the data submitted.
<b>Assumptions</b>	The LoLT for schools submitted by provinces does not change. The names of schools submitted by provinces do not change.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	Public schools with Grade R and that placed workbook orders have access to workbooks.
<b>Indicator responsibility</b>	Lead – Branch D: Delivery and Support

<b>Indicator Title</b>	<b>2.3.5 An Annual Sector Report is produced on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.</b>
<b>Definition</b>	'Public schools', which refers to schools owned by PEDs, receive a financial allocation to purchase textbooks, or textbook procurement is done centrally at provincial level. Each year at the start of the academic year, provinces procure top-up textbooks to address shortages. The indicator seeks to sample randomly selected schools by provinces to test whether learners have access or in possession of EFAL and Mathematics textbooks in Grades 3,6,9 and 12. Provinces will therefore provide t a report for the DBE to consolidate and develop a Sector report.
<b>Source of data</b>	An Annual Sector Report will be produced by the DBE but the data will be collected from individual PED reports.
<b>Method of Calculation/ Assessment</b>	An Annual Sector Report is produced on the learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>• Approved Annual Sector Report on the percentage of learners provided with Mathematics and English First Additional Language (EFAL) textbooks in Grades 3, 6, 9 and 12.</li> <li>• Nine signed PED reports substantiating the Annual Sector Report.</li> </ul>
<b>Data Limitations</b>	PEDs may not submit data for the consolidation of the Annual Sector Report.
<b>Assumptions</b>	Textbooks are used by learners over a minimum period of five years. If the textbooks are well taken care of, the lifespan could be extended to more than the minimum five years. At the end of each year, the school retrieves and reports to provinces the number of textbooks in good condition and places orders to replace shortages caused by loses, damages, etc
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	All (100%) of sampled public schools have access to textbooks in Grades 3, 6, 9 and 12.
<b>Indicator Responsibility</b>	Lead – Branch D: Delivery and Support

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

<b>Indicator Title</b>	<b>2.3.7 Number of special schools with access to electronic devices.</b>
<b>Definition</b>	The department has developed a comprehensive plan to deliver LTSM on devices to all schools starting with special schools then Multi-grade and farm schools, quintile 1-5 schools
<b>Source of data</b>	Information is sourced from schools that received the devices
<b>Method of Calculation/ Assessment</b>	Count the number of special schools with access to electronic devices
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Signed list of recipient schools</li> <li>Proof of deliveries</li> </ul>
<b>Data limitations</b>	None
<b>Assumptions</b>	Network Operators will deliver the resources
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	Curriculum delivery at all special schools are supported through the use of technology.
<b>Indicator Responsibility</b>	Lead – Branch D: Delivery and Support Support – Branch C: Curriculum Policy, Support and Monitoring

<b>Indicator Title</b>	<b>2.3.8 An Annual Sector Report is produced on the monitoring of procurement and distribution of Information Communication Technology (ICT) devices.</b>
<b>Definition</b>	Information Communication Technology (ICT) devices includes Computers, Laptops and Tablets procured for the use by teachers and learners to support teaching and learning in public ordinary schools.
<b>Source of data</b>	An Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports.
<b>Method of Calculation/ Assessment</b>	An Annual Sector Report is produced on the monitoring of procurement and distribution of Information Communication Technology (ICT) devices
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Approved Annual Sector Report on the monitoring of procurement and distribution of Information and Communication Technology (ICT) devices</li> <li>Nine signed PED reports substantiating the Annual Sector Report.</li> </ul>
<b>Data limitations</b>	PEDs may not submit data for the consolidation of the National Report.
<b>Assumptions</b>	It is assumed that PEDs will have plans to supply both teachers and learners with ICT devices
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	Access to ICT Devices by both teachers and learners will be increased and curriculum delivery is supported through the use of technology.
<b>Indicator Responsibility</b>	Lead – Branch D: Delivery and Support

<b>Indicator title</b>	<b>2.4.1 An Annual Sector Report is produced on the number of teachers trained on inclusion.</b>
<b>Short definitions</b>	Training on inclusion includes training on Braille, Autism, South African Sign Language, psychosocial issues, and others.
<b>Source of data</b>	Annual Sector Report will be produced by the DBE but the data will be collected from individual PED reports.
<b>Method of Calculation/ Assessment</b>	An Annual Sector Report is produced on the number of teachers trained on inclusion.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• Approved Annual Sector Report on the number of teachers trained on inclusion.</li> <li>• Nine signed PED reports substantiating the Annual Sector Report.</li> </ul>
<b>Data limitations</b>	PEDs may not submit data for the consolidation of the Annual Sector Report.
<b>Assumptions</b>	All teachers teaching learners with disabilities are trained in specialised areas of inclusion.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: not applicable</p> <p>Target for Youth: not applicable</p> <p>Target for Persons with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on the contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	All teachers teaching in special schools will receive appropriate training on inclusion.
<b>Indicator responsibility</b>	<p>Lead – Branch C: Curriculum Policy, Support and Monitoring</p> <p>Support – Branch T: Teachers, Education Human Resources and Institutional Development</p>

<b>Indicator title</b>	<b>2.4.2 An Annual Sector Report is produced on the number of learners in public special schools.</b>
<b>Short definition</b>	An Annual Sector Report will be produced on the number of learners admitted to public special schools. A special school is a school catering for learners who have special educational needs due to severe learning difficulties, physical disabilities or behavioural problems.
<b>Source of data</b>	An Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports
<b>Method of Calculation/ Assessment</b>	An Annual Sector Report is produced on the number of learners in public special schools.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• Approved Annual Sector Report on the number of learners in public special schools.</li> <li>• Nine signed PED reports substantiating the Annual Sector Report.</li> </ul>
<b>Data limitations</b>	PEDs may not submit data for the consolidation of the Annual Sector Report.
<b>Assumptions</b>	There is continuous admission of learners to and in public special schools.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: not applicable</p> <p>Target for Youth: not applicable</p> <p>Target for Persons with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on the contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	All learners eligible for admission to public special schools have access.
<b>Indicator responsibility</b>	<p>Lead – Branch C: Curriculum Policy, Support and Monitoring</p> <p>Support – Branch B: Business Intelligence</p>

<b>Indicator title</b>	<b>2.4.3 An Annual Sector Report is produced on the percentage of public special schools serving as resource centres.</b>
<b>Short definitions</b>	A special school resource centre is a special school that has been designated and capacitated to serve as a resource to provide support to other schools in its neighbourhood.
<b>Source of data</b>	An Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports.
<b>Method of Calculation/ Assessment</b>	An Annual Sector Report is produced on the percentage of public special schools serving as resource centres.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• Approved Annual Sector Report on the percentage of public special schools serving as resource centres.</li> <li>• Nine signed PED reports substantiating the Annual Sector Report.</li> </ul>
<b>Data limitations</b>	PEDs may not submit data for the consolidation of the National Report.
<b>Assumptions</b>	PEDs will convert public special schools into special schools as resource centres.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: not applicable</p> <p>Target for Youth: not applicable</p> <p>Target for Persons with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on the contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	All the PEDs have designated special schools serving as resource centres.
<b>Indicator responsibility</b>	<p>Lead – Branch C: Curriculum Policy, Support and Monitoring</p> <p>Support – Branch S: Educational Enrichment Services</p>

<b>Indicator Title</b>	<b>2.4.4 An Annual Sector Report is produced on the establishment of focus schools per PED.</b>
<b>Definition</b>	As part of the skills for the changing world the Department is promoting the establishment of focus schools/ schools of specialisation across all provinces in line with economic development zones. These schools are intended to respond to the demand for specific skills. 11 types of focus schools/ schools of specialisation have been identified.
<b>Source of data</b>	Annual Sector Report will be produced by the DBE, but the data will be collected from individual PED reports
<b>Method of Calculation/ Assessment</b>	An Annual Sector Report is produced on the establishment of focus schools per PED
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• Approved Annual Sector Report on the establishment of focus schools per PED</li> <li>• Nine signed PED reports substantiating the Annual Sector Report</li> </ul>
<b>Data limitations</b>	PEDs may not submit data for the consolidation of the Annual Sector report.
<b>Assumptions</b>	Provinces will have plans for the establishment of focus schools
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: Not Applicable</p> <p>Target for Youth: Not Applicable</p> <p>Target for Persons with Disabilities: Not Applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on contribution to spatial transformation priorities: Not Applicable</p> <p>Reflect on the spatial impact area: Not Applicable</p>
<b>Type of indicator</b>	Output
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	Schools focused on teaching and promoting specific group of subjects are established throughout the country.
<b>Indicator Responsibility</b>	Lead – Branch D: Delivery and Support

<b>Indicator Title</b>	<b>3.1.1 Percentage of School Governing Bodies (SGBs) that meet the minimum criteria in terms of effectiveness.</b>
<b>Definition</b>	The South African Schools Act, Act 84 of 1996, prescribes roles and responsibilities for SGBs. An SGB is regarded effective if it scores an average of 60% of the items on the SGB functionality tool. The tool comprises of the following categories used to determine the effectiveness of SGBs: a) Policies; b) Meetings; c) School assets; and, d) School finances Each category has weighted sub-questions to determine effectiveness.
<b>Source of data</b>	Information is obtained through a survey.
<b>Method of Calculation/ Assessment</b>	Numerator: Total number of schools sampled that meet the minimum criteria Denominator: Total number of schools sampled Multiply by 100  The DBE predetermine the number of schools to be sampled per province using quotas as per the formula below: Numerator: Number of Schools/Province Denominator: Total Number Nationally Divided by 1 000  The actual 1 000 schools are predetermined through random sampling using a formula. supplied by Internal Audit. The formula is: =RAND()inserted on each school EMIS numbers fields and the sampled number to be surveyed was selected with the application of the quota per province.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>• Completed survey tools.</li> <li>• Signed list of sampled schools.</li> <li>• Signed list of schools that meet the minimum criteria.</li> </ul>
<b>Data limitations</b>	Reliability of data from schools.
<b>Assumptions</b>	The survey will be conducted according to the Management Plan.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	All schools should have effective SGBs operating within the legislation to support effective teaching and learning.
<b>Indicator responsibility</b>	Lead – Branch D: Delivery and Support

<b>Indicator Title</b>	<b>3.1.2 Percentage of schools producing the minimum set of management documents at a required standard.</b>
<b>Definition</b>	<p>The minimum set of management documents are basic documents viewed to be mandatory for the effectiveness of management processes in any school. These documents comprise 16 items divided into two categories, namely, management and registers documents.</p> <p>The listed management documents that every school must have are:</p> <ol style="list-style-type: none"> <li>Annual Academic Performance Report;</li> <li>School Improvement Plan;</li> <li>Curriculum Monitoring Plan;</li> <li>Curriculum Monitoring Tools;</li> <li>Setting Realistic Subject Targets;</li> <li>Quarterly Learner Achievement Data;</li> <li>Tracking Learner Performance Instrument;</li> <li>Composite School Timetable;</li> <li>Classroom Timetables; and</li> <li>Teacher's Personal Timetables.</li> </ol> <p>Listed-registers that every school must have are:</p> <ol style="list-style-type: none"> <li>Admission Register;</li> <li>Learner Attendance Register;</li> <li>Period Register;</li> <li>Educator Daily Attendance Register;</li> <li>Educator Leave Register; and</li> <li>LTSM Register.</li> </ol>
<b>Source of data</b>	Information is obtained through a survey.
<b>Method of Calculation/ Assessment</b>	<p>Numerator: Total number of schools from the sample selected found to be functional by having produced the basic set of documents</p> <p>Denominator: Total number of schools surveyed</p> <p>Multiply by 100</p> <p>The DBE predetermine the number of schools to be sampled per province using quotas as per the formula below:  Numerator: Number of Schools/Province  Denominator: Total Number Nationally  Divided by 1 000</p> <p>The actual 1 000 schools are predetermined through random sampling using a formula supplied by Internal Audit. The formula is: =RAND()inserted on each school EMIS numbers fields and the sampled number to be surveyed was selected with the application of the quota per province.</p>
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>Completed survey tools.</li> <li>Signed list of sampled schools.</li> <li>Signed list of schools with a minimum set of management documents.</li> </ul>
<b>Data limitations</b>	Officials conducting the survey may not interpret the findings in a uniform manner.
<b>Assumptions</b>	The survey will be conducted according to the Management Plan.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: not applicable</p> <p>Target for Youth: not applicable</p> <p>Target for Persons with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on the contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	All schools must be able to produce minimum management documents.
<b>Indicator responsibility</b>	Lead – Branch D: Delivery and Support

<b>Indicator Title</b>	<b>3.1.3 Number of Funza Lushaka bursaries awarded to students enrolled for Initial Teacher Education per year.</b>
<b>Definition</b>	Number of Funza Lushaka bursaries awarded for Initial Teacher Education students in the first, second, third and fourth-year, as well as Postgraduate Certificate in Education (PGCE), and programmes that offer teaching subjects but are not teacher education qualifications in higher education institutions. The following are examples of qualifications awarded: (BEd. or BCom, BSc, B Tech, BSoc Sc, followed by a PGCE). The bursaries are awarded to students (identified through ID numbers), meaning that the lists with names of students selected is according to the criteria set.
<b>Source of data</b>	Application for bursaries. Proof of registration from the university.
<b>Method of Calculation/ Assessment</b>	Count the number of Funza Lushaka bursaries awarded to enrolled Initial Teacher Education students in the first, second, third and fourth-year, as well as PGCE students, and programmes that offer teaching subjects but are not teacher education qualifications in higher education institutions.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>Signed list of Funza Lushaka bursary programme awarded beneficiaries enrolled for initial teacher education per year from the DBE.</li> </ul>
<b>Data limitations</b>	As a result of fee changes in institutions, bursary recipients who fail to register, cancel the bursary or decline the bursary, or become deceased, the number of students awarded the bursary may not be the exact number enrolled.
<b>Assumptions</b>	The list of awarded beneficiaries of the Funza Lushaka bursary programme is based on the database of applications received per year.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
<b>Calculation type</b>	Non-Cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	To utilise the bursary to train more graduates for the education profession.
<b>Indicator responsibility</b>	Lead – Branch T: Teachers, Education Human Resources and Institutional Development

<b>Indicator Title</b>	<b>3.1.4 Number of quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six (6) months upon confirmation that the bursar has completed studies.</b>
<b>Definition</b>	A quarterly monitoring report will track progress on the rate of appointment of Funza Lushaka graduates overall, and the rate of their appointment within six months of completion of their studies. Elements of the Report will, at least, include: <ul style="list-style-type: none"> <li>The total number of allocated graduates eligible for placement per province;</li> <li>Total number of graduates placed during the reporting quarter and the year to date; and</li> <li>Total number and percentage of graduates placed within six months within the reporting quarter and the year to date.</li> </ul> “Placed” is defined as securing an appointment at a school in a permanent or temporary capacity as captured on PERSAL. Reporting will be according to the academic year.
<b>Source of data</b>	PERSAL downloads obtained from National Treasury (PERSAL) The Funza Lushaka database of graduates eligible for placement PED Monthly Reports
<b>Method of Calculation/ Assessment</b>	Count the number of signed quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six months upon confirmation that the bursary has completed studies
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Four signed quarterly monitoring reports</li> </ul>
<b>Data Limitations</b>	Capturing of appointments on PERSAL and changing of the nature of appointment e.g. from temporary to permanent, may delay and thus affecting the accuracy of numbers across quarters. That is, the sum of reported quarterly totals may not reconcile with updated annual totals.
<b>Assumptions</b>	Appointments on PERSAL are accurately captured in terms of the critical fields such as the nature of appointment and date of appointment.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
<b>Spatial Transformation (where applicable)</b>	Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	Improvement in Funza Lushaka graduate placement rates
<b>Indicator Responsibility</b>	Lead – Branch T: Teachers, Education Human Resources and Institutional Development



<b>Indicator Title</b>	<b>3.1.5 An Annual National Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers.</b>
<b>Definition</b>	The total number of educators aged 30 and below possessing a minimum qualification level of Relative Education Qualification Value (REQV) 13 who were appointed in posts during the financial year. The type of appointments made includes: <ul style="list-style-type: none"> <li>• Permanent appointment</li> <li>• Temporary appointment: occupying a vacant position usually for a year or two</li> <li>• Relieve appointment occupying a post of a permanent teacher who is temporarily not at school due to conditions such as ill-health, maternity leave, suspension, etc.</li> <li>• Part-time: permanently appointed but only work for a limited number of hours</li> </ul> The report will, at least, include: <ul style="list-style-type: none"> <li>• Main reporting elements: Number of educators, qualification (REQV) level, and age</li> <li>• Basic demographics – Province, Gender, Race</li> </ul>
<b>Source of data</b>	PERSAL downloads obtained from National Treasury (PERSAL)
<b>Method of Calculation/ Assessment</b>	An Annual National Report is produced on the number of qualified teachers aged 30 and below entering the public service as teachers
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• Approved Annual National Report on the number of qualified teachers aged 30 and below entering the public service as teachers</li> </ul>
<b>Data limitations</b>	Data is not always readily available at the time of reporting (up to one month lag)
<b>Assumptions</b>	Appointments details captured on PERSAL are accurate
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	A signed report covering all basic elements
<b>Indicator Responsibility</b>	Lead – Branch T: Teachers, Education Human Resources and Institutional Development

<b>Indicator Title</b>	<b>3.2.1 An Annual Sector Report is produced on monitoring the functionality of Provincial Teachers Development Institutes and District Teacher Development Centres.</b>
<b>Definition</b>	Annual monitoring report on the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres and the implementation of the recommendations of the 2021 report.
<b>Source of data</b>	List of Provincial Teacher Development Institutes and District Teacher Development Centres that submitted their reports
<b>Method of Calculation/ Assessment</b>	An Annual Sector Report is produced on monitoring the functionality of Provincial Teachers Development Institutes and District Teacher Development Centres.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>• Approved Annual Sector Report on monitoring the functionality of Provincial Teachers Development Institutes and District Teacher Development Centres.</li> <li>• Nine (9) signed PED reports substantiating the Annual Sector Report</li> </ul>
<b>Data limitations</b>	None
<b>Assumptions</b>	All nine (9) PEDs will implement the national monitoring tool to report
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	To utilise the reports to strengthen the Provincial Teacher Development Institutes and District Teacher Development Centres' functionality.
<b>Indicator responsibility</b>	Branch T: Teachers, Education Human Resources and Institutional Development

<b>Indicator Title</b>	<b>3.2.2 An Annual Sector Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting.</b>
<b>Definition</b>	Annual monitoring report will be compiled on the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Sciences and Accounting, including the implementation of the recommendations of 2021 report.
<b>Source of data</b>	Information is obtained from PEDs' quarterly reports
<b>Method of Calculation/ Assessment</b>	An Annual Sector Report is produced on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Sciences and Accounting.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>Approved Annual Sector Report on monitoring the implementation of Teacher Development Programmes by PEDs with special focus on Language, Mathematics, Physical Science and Accounting.</li> <li>Nine (9) signed PED reports substantiating the Annual Sector Report</li> </ul>
<b>Data limitations</b>	None
<b>Assumptions</b>	All PEDs will be submitting the quarterly reports
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: not applicable</p> <p>Target for Youth: not applicable</p> <p>Target for Persons with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	To utilise the reports to strengthen Teacher Development in critical content knowledge that will uplift learning outcomes
<b>Indicator responsibility</b>	Branch T: Teachers, Education Human Resources and Institutional Development

<b>Indicator Title</b>	<b>3.2.3 Number of PEDs that had their post-provisioning processes assessed for compliance with the post-provisioning norms and standards.</b>
<b>Definition</b>	<p>The monitoring of the implementation of the Norms and Standards is done both at the process and technical levels to ensure all the factors and weightings as stipulated in the model are applied.</p> <p>Processes assessed include distribution of posts to schools; declaration of excess posts and vacancies; identification of excess educators; redeployment of excess educators and filling of vacancies</p> <p>Technical assessment includes a review of data used; factors and weightings used etc. Provinces avail data used to determine the post establishment and model used with all the original factors and weightings.</p>
<b>Source of data</b>	Virtual sessions/meetings held with PED officials responsible for implementation wherein an approved template is administered to collect data.
<b>Method of Calculation/ Assessment</b>	Count the number of PEDs that had their post-provisioning processes assessed for compliance with the post-provisioning norms and standards.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>Signed PED post-provisioning plans</li> <li>Signed consolidated monitoring implementation report</li> </ul>
<b>Data limitations</b>	None
<b>Assumptions</b>	PEDs issue staff establishments for the following academic year to schools in the fourth quarter of the preceding academic year
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: Not Applicable</p> <p>Target for Youth: Not Applicable</p> <p>Target for Persons with Disabilities: Not Applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on contribution to spatial transformation priorities: Not Applicable</p> <p>Reflect on the spatial impact area: Not Applicable</p>
<b>Calculation type</b>	Non-Cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	All PEDs have their implementation processes assessed.
<b>Indicator responsibility</b>	Lead – Branch T: Teachers, Education Human Resources and Institutional Development

<b>Indicator Title</b>	<b>3.2.4 An Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications produced.</b>
<b>Definition</b>	The indicator determines the Basic Education Sector's readiness to offer compulsory Grade R by measuring the number of appropriately qualified teachers with requisite skills and content knowledge to teach Grade R. This is based on the policy on minimum requirements for teacher education qualifications. Performance is calculated by the collective sum of all the Grade R practitioners with NQF level 6 and above qualifications. The performance is assessed by a narrative report that each PED submit to substantiate the data provided through the data collection tool. 20% of the Grade R practitioners' qualification database is sent to SAQA for the bulk verification in the learner register and the report is generated. Grade R practitioners' ID numbers are verified with the Department of Home Affairs (DHA) against the population register.
<b>Source of data</b>	Provincial Education Departments submit approved data collection tool that are signed off by the Head of Department
<b>Method of Calculation/ Assessment</b>	An Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications produced.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• Approved Annual Sector Report on Grade-R practitioners with NQF level 6 and above qualifications produced</li> <li>• Nine signed PED reports substantiating the Annual Sector Report</li> </ul>
<b>Assumptions</b>	If an entry in the learner registry is an NQF level 6 or above then it means the holder has an appropriate qualification for Grade R which may not be true.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on contribution to spatial transformation priorities: N/A. Reflect on the spatial impact area: N/A.
<b>Calculation Type</b>	Non-Cumulative.
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	The indicator is not comparable it just requires the actual number for that financial year.
<b>Indicator Responsibility</b>	Lead – Branch T: Teachers, Education Human Resources and Institutional Development

<b>Indicator Title</b>	<b>3.3.1 Number of PEDs monitored on the implementation of the Quality Management System (QMS) for school-based educators.</b>
<b>Definition</b>	The appraisal of school-based educators is guided by Collective Agreement Number 2 of 2020 on the Quality Management System (QMS). The QMS is a performance management system designed to evaluate the performance levels of educators in order to achieve high levels of school performance. 2022 marks the first year for QMS to be implemented by all school-based educators. The QMS requires members of the School Management Team (SMT) to develop and sign work plan agreements with their supervisors. The DBE will monitor the implementation of the collective agreement in all PEDs.
<b>Source of data</b>	Information is obtained through desktop or on-site monitoring.
<b>Method of Calculation/ Assessment</b>	Count the number of PEDs monitored on the implementation of the QMS for school-based educators.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• Completed monitoring tools.</li> <li>• Signed lists of provinces, district offices and schools monitored with dates monitored.</li> <li>• Consolidated monitoring status annual report.</li> </ul>
<b>Assumptions</b>	PEDs have mechanisms in place to monitor the implementation of the QMS for school-based educators. School principals ensure that the QMS is implemented uniformly and effectively. Circuit Managers ensure that the QMS is implemented uniformly and effectively by school principals. Evidence on the implementation of the QMS is available at schools, district and head office.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	Teacher performance and learner achievement improves through the implementation of QMS.
<b>Indicator Responsibility</b>	Lead – Branch T: Teachers, Education Human Resources and Institutional Development

<b>Indicator Title</b>	<b>3.3.2 Number of PEDs monitored on the implementation of the Education Management Service: Performance Management and Development System (EMS: PMDS).</b>
<b>Definition</b>	The EMS: PMDS, as informed by Collective Agreement Number 3 of 2017, provides a standardised framework for managing the performance of office-based educators. As a performance management system, it is aimed at improving employee performance in terms of quality and quantity. The DBE monitors the implementation of the EMS: PMDS in all PEDs.
<b>Source of data</b>	Information is obtained through desktop or on-site monitoring.
<b>Method of Calculation / Assessment</b>	Count the number of PEDs monitored on the implementation of EMS: PMDS.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• Completed monitoring tools.</li> <li>• Signed list of provincial officials evaluated.</li> <li>• Signed list of district officials evaluated.</li> <li>• Consolidated monitoring status annual report.</li> </ul>
<b>Assumptions</b>	PEDs have mechanisms in place to monitor the implementation of EMS: PMDS.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	Educator performance and learner achievement improves through the enhanced implementation of EMS: PMDS.
<b>Indicator Responsibility</b>	Lead – Branch T: Teachers, Education Human Resources and Institutional Development

<b>Indicator Title</b>	<b>4.1.1 Number of new schools built and completed through ASIDI.</b>
<b>Definition</b>	This indicator measures the total number of public schools where a contractor was appointed and the construction work has progressed to achieve practical completion in a given year through ASIDI.  This indicator applies to both new and replacement schools.  Practical completion means the stage of completion where, in the opinion of the principal agent, completion of the works has substantially been reached and can effectively be used for the purposes intended. The works can be completed as a whole or in sections.
<b>Source of data</b>	Practical Completion (PC) Certificates received from Implementing Agents (IAs)
<b>Method of Calculation/ Assessment</b>	Count the number of schools that have reached practical completion.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• Practical Completion Certificates</li> <li>• List of schools that have reached practical completion</li> </ul>
<b>Assumptions</b>	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: Not Applicable Target for Youth: Not Applicable Target for Persons with Disabilities: Not Applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	All children to have access to public schools with basic services and appropriate infrastructure.
<b>Indicator Responsibility</b>	Lead – Branch I: Infrastructure

<b>Indicator Title</b>	<b>4.1.2 Number of schools provided with sanitation facilities.</b>
<b>Definition</b>	<p>This indicator measures the total number of public schools where a contractor was appointed and the construction work has progressed to achieve practical completion in a given year through ASIDI and SAFE combined.</p> <p>This measure applies to existing schools and excludes new schools. Sanitation refers to all kinds of toilets including water-borne and dry sanitation</p> <p>Practical completion means the stage of completion where, in the opinion of the principal agent, completion of the works has substantially been reached and can effectively be used for the purposes intended. The works can be completed as a whole or in sections.</p>
<b>Source of data</b>	Practical Completion (PC) Certificates received from Implementing Agents (IAs)
<b>Method of Calculation/ Assessment</b>	Count the number of schools provided with sanitation facilities that have reached practical completion.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>Practical Completion Certificates</li> <li>List of schools that have reached practical completion in provision of sanitation</li> </ul>
<b>Assumptions</b>	All schools must have access to sanitation in line with the Norms and Standards for School Infrastructure
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: Not Applicable</p> <p>Target for Youth: Not Applicable</p> <p>Target for Persons with Disabilities: Not Applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on contribution to spatial transformation priorities: Not Applicable</p> <p>Reflect on the spatial impact area: Not Applicable</p>
<b>Calculation type</b>	Non-Cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	All public schools to have access to sanitation facilities.
<b>Indicator responsibility</b>	Lead – Branch I: Infrastructure

<b>Indicator Title</b>	<b>4.1.3 Number of schools provided with water facilities through ASIDI.</b>
<b>Definition</b>	<p>This indicator measures the total number of public schools where a contractor was appointed and the construction work has progressed to achieve practical completion in a given year through ASIDI.</p> <p>This measure applies to existing schools and excludes new schools. Water supply includes rainwater harvesting, municipal supply and groundwater supply.</p> <p>Practical completion means the stage of completion where, in the opinion of the principal agent, completion of the works has substantially been reached and can effectively be used for the purposes intended. The works can be completed as a whole or in sections.</p>
<b>Source of data</b>	Practical Completion (PC) Certificates received from Implementing Agents (IAs).
<b>Method of Calculation/ Assessment</b>	Count the number of schools provided with water facilities through ASIDI that have reached practical completion stage.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>Practical Completion Certificates</li> <li>List of schools that have reached practical completion in provision of water facilities</li> </ul>
<b>Data limitations</b>	Delineating of roles between Education Departments and Municipalities
<b>Assumptions</b>	All schools must have access to water in line with the Norms and Standards for School Infrastructure
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: Not Applicable</p> <p>Target for Youth: Not Applicable</p> <p>Target for Persons with Disabilities: Not Applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on contribution to spatial transformation priorities: Not Applicable</p> <p>Reflect on the spatial impact area: Not Applicable</p>
<b>Calculation type</b>	Non-Cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	All public schools to have access to water infrastructure.
<b>Indicator responsibility</b>	Lead – Branch I: Infrastructure

<b>Indicator Title</b>	<b>4.2.1 Number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9.</b>
<b>Definition</b>	A total of 250 test items per subject will be produced in Languages and Mathematics for Grades 3, 6 and 9.
<b>Source of data</b>	Database of test items
<b>Method of Calculation/ Assessment</b>	Count the number of General Education and Training (GET) test items developed in Language and Mathematics for Grades 3, 6 and 9.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Signed list of test items produced.</li> <li>Proof of moderation of test items produced.</li> </ul>
<b>Data limitations</b>	The actual tests will not be provided until the final test is written.
<b>Assumptions</b>	Schools covered the curriculum as prescribed so that learners may confidently respond to the items.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Youth: not applicable Target for Women: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	Maintenance of a valid and credible database of test items.
<b>Indicator Responsibility</b>	Lead – Branch C: Curriculum Policy, Support and Monitoring

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

<b>Indicator Title</b>	<b>4.2.3 Number of question papers set for June and November examinations.</b>
<b>Definition</b>	Examiners are appointed to set the examination question papers. Moderation of the question paper is also part of the process of setting of question papers. Question papers are finally approved by Umalusi.
<b>Source of data</b>	Umalusi provides a signed list of question papers.
<b>Method of Calculation/ Assessment</b>	Count the number of question papers set for the June and November examinations.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• Number of question papers set.</li> <li>• Copies of question papers set for the financial year in question.</li> </ul>
<b>Data limitations</b>	Question papers are highly confidential documents that cannot be provided as evidence to anyone until the results have been released.
<b>Assumptions</b>	Question papers will cover wide topics in the curriculum.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Youth: not applicable Target for Women: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	Administration of valid and credible examinations.
<b>IndicatorResponsibility</b>	Lead – Branch C: Curriculum Policy, Support and Monitoring

<b>Indicator Title</b>	<b>4.2.4 Percentage of public schools using the South African School Administration and Management System (SA-SAMS) for reporting.</b>
<b>Definition</b>	The SA-SAMS is a cost-effective, easy to use and fully integrated computer application that assists schools with their administrative, management and governance information needs. The application is provided at no cost to schools in the country. Provinces support schools in using the latest versions of SA-SAMS. The application is policy-driven and is therefore developed and maintained by the DBE. As a standardised application, it is designed to capture and record unit school administrative data and is the primary source of information in the LURITS. SA-SAMS also assists schools with quarterly or ad hoc reporting as required by the circuit/ district, provincial department and the DBE. The percentage will be drawn from a population of all the public schools except schools in the Western Cape as the province is currently not using SA-SAMS for reporting.
<b>Source of data</b>	Information is collected through a desktop monitoring from PEDs.
<b>Method of Calculation/ Assessment</b>	Numerator: Total number of public schools reporting using SA-SAMS Denominator: Total number of operational public schools (reported by provinces from provincial master lists) excluding Western Cape Multiply by 100.  This indicator will be measured using the school academic year, not the financial year. In this case, the 2021 school year will be used. The denominator will only include operational public schools from the provincial master list. A new school may be opened and schools can be closed or combined during the year; and the final number must be as at the end of the academic year (31 December).
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• A summary report of all provinces for public schools using SA-SAMS. Consolidated national list of all public schools using SA-SAMS (numerator).</li> <li>• Consolidated national list of schools provided by provinces (provincial master list) (denominator). An analysis of the quality of information as reported by the SA-SAMS Indicator Tool.</li> </ul>
<b>Data limitations</b>	Currently, the Western Cape does not report through the SA-SAMS. Therefore, no reports will be received from the Western Cape.
<b>Assumptions</b>	Collection of SA-SAMS databases made timeously by PEDs. Complete data collection can be affected by school holidays as the collection period starts after school holidays and /or some provinces still collect databases manually that affects the collection.  Some schools do not use SA-SAMS for reporting as SA-SAMS is not mandated in Policy. EMIS Policy refers to an electronic school administration tool SEMIS (School EMIS).
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Youth: not applicable Target for Women: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	All public schools to use SA-SAMS to generate performance reports quarterly and to submit these reports with the electronic data to the districts (province) for uploading onto information systems.
<b>Indicator Responsibility</b>	Lead – Branch B: Business Intelligence



<b>Indicator Title</b>	<b>4.2.5 An Annual National Report is produced on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities.</b>
<b>Definition</b>	Number of provinces monitored by the DBE officials for implementation of the EMIS priorities and processes as per the provincial approved business plan.
<b>Source of data</b>	Information is collected through remote desktop and/or onsite PED monitoring.
<b>Method of Calculation/ Assessment</b>	An Annual National Report is produced on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities, which comprises completed instruments on the number of provinces monitored.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Approved Annual National Report on the number of provinces monitored for implementation of the Learner Unit Record Information and Tracking System (LURITS) and EMIS priorities</li> </ul>
<b>Data limitations</b>	Possibility that PED / access to data is not available during the monitoring period.
<b>Assumptions</b>	All PEDs implement the National Education Information Policy and Protection of Personal Information (POPI) Act correctly when handling the data collected from schools.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Youth: not applicable</p> <p>Target for Women: not applicable</p> <p>Target for Persons with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on the contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	All nine provincial EMISs monitored by the DBE officials either remotely or onsite which includes virtual access to Provincial Data Warehouses and other evidence required is made available to the DBE electronically. A quality Annual National Report on the provinces monitored for implementation of LURITS and EMIS priorities
<b>Indicator Responsibility</b>	Lead – Branch B: Business Intelligence

<b>Indicator Title</b>	<b>4.2.6 An Annual National Report is produced on learning outcomes linked to the National Assessment Framework.</b>
<b>Definition</b>	An Annual National Report on learning outcomes linked to the National Assessment Framework will provide the sector with system-wide data based on learner competencies, school functionality, teacher domains and district support.
<b>Source of data</b>	National surveys and assessments conducted online. Statistical aggregated data sets. Analysis and results are checked and replicated for reliability.
<b>Method of Calculation/ Assessment</b>	An Annual National Report is produced on learning outcomes linked to the National Assessment Framework.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Approved Annual National Report on learning outcomes linked to the National Assessment Framework.</li> </ul>
<b>Data Limitations</b>	The EMIS master list is updated and correct.
<b>Assumptions</b>	Data collected in more than 80% of sampled schools.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Youth: not applicable</p> <p>Target for Women: not applicable</p> <p>Target for Persons with Disabilities: not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on the contribution to spatial transformation priorities: not applicable</p> <p>Reflect on the spatial impact area: not applicable</p>
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	A high-quality annual report published for public consumption.
<b>Indicator Responsibility</b>	Lead – Branch C: Curriculum Policy, Support and Monitoring

<b>Indicator Title</b>	<b>4.2.7 An Annual National Report is produced on the Early Learning National Assessment to determine school readiness.</b>
<b>Definition</b>	An assessment of the proportion of Grade R-1 learners that are school ready in terms of emerging literacy and emerging numeracy. The report will indicate national estimates and provincial aggregated scores on learner performance on emerging literacy and emerging numeracy strands considered key for academic readiness for the Foundation Phase.
<b>Source of data</b>	Data sets generated from electronic tablet assessments. Statistical aggregated data sets. Analysis and results are checked and replicated for reliability.
<b>Method of Calculation/ Assessment</b>	An Annual National Report is produced on the Second Early Learning National Assessment.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Approved Annual National Report on the Second Early Learning National Assessment.</li> </ul>
<b>Data limitations</b>	Limited interface in data systems between the DBE and SITA.
<b>Assumptions</b>	Surveys are conducted as planned
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Youth: Not Applicable Target for Women: Not Applicable Target for Persons with Disabilities: Not Applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	An annual ELNA report generated from the DBE assessment system
<b>Indicator Responsibility</b>	Lead – Branch C: Curriculum Policy, Support and Monitoring

<b>Indicator Title</b>	<b>4.3.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme.</b>
<b>Definition</b>	A mentoring programme for district and circuit managers in districts that achieved below the national benchmark in the NSC results. The identified officials are taken through a mentoring programme. The mentor holds sessions with the mentee. The DBE has the prerogative also to lead the mentoring programme through workshops and seminars of affected districts and circuits.  Districts performing below the national benchmark in the NSC' refers to districts performing below 70% in the NSC results.
<b>Source of data</b>	Data sourced from the previous year's NSC examinations results to determine the participating districts and circuits An annual report on the mentoring programme.
<b>Method of Calculation/ Assessment</b>	Count the number of district officials mentored.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>Screenshots of attendance of mentoring sessions. These may be one-on-one sessions, or group sessions in the form of workshops, seminars and other forms of contact sessions, e.g., virtual meetings and support</li> <li>Annual report on the mentoring programme.</li> </ul>
<b>Data limitations</b>	None
<b>Assumptions</b>	Identified officials in targeted districts and circuits subjecting themselves to a mentorship programme to improve learner performance.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	Support districts to improve average learner performance in the NSC above the national average.
<b>Indicator responsibility</b>	Lead – Branch D: Delivery and Support

<b>Indicator Title</b>	<b>4.3.2 Percentage of school principals rating the support services of districts as being satisfactory.</b>
<b>Definition</b>	Percentage of school principals rating the support services of districts as being satisfactory. Satisfactory is measured using a 4-point Likert scale (1=Not useful, 2=Somewhat useful, 3=Useful, 4=Very useful). Satisfactory is defined as the sum of the recorded scores for 3 (Useful) and 4 (Very useful) on the Likert scale. Unsatisfactory is defined as the sum of the recorded scores for 1 (Not useful) and 2 (Somewhat useful).
<b>Source of data</b>	Information is obtained through a Google or Excel survey form.
<b>Method of Calculation/ Assessment</b>	Numerator: Total score <i>Satisfied</i> [sum of the recorded scores for 3 (Useful) and 4 (Very useful)] Denominator: Total score <i>Satisfied</i> [sum of the recorded scores for 3 (Useful) and 4 (Very useful)] + Total score <i>Not satisfied</i> [sum of the recorded scores for 1 (Not useful) and 2 (Somewhat useful)] Multiply by 100
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>Completed survey tools.</li> <li>Signed list of school principals participating in the survey.</li> <li>Criteria for rating as satisfactory.</li> </ul>
<b>Data limitations</b>	Schools not participating, resulting in a low response rate for reporting.
<b>Assumptions</b>	Completed survey forms are received electronically from sampled school principals.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Biennially
<b>Desired performance</b>	Schools must receive optimum support from education districts, especially in areas of management and governance, curriculum provision as well as learner welfare, to ensure that all schools provide quality basic education across the provinces. At least 95% of principals should rate the support received as satisfactory.
<b>Indicator responsibility</b>	Lead – Branch D: Delivery and Support

<b>Indicator Title</b>	<b>4.3.3 Percentage of District Directors that have undergone competency assessment prior to their appointment.</b>
<b>Definition</b>	Conduct competency-based assessments for District Directors in line with the Public Service Regulations regarding recruitment and appointment of Senior Management Service (SMS) members. The assessments will be targeted at District Directors appointed during the Annual Performance Plan year under review. District Directors appointed permanently but who have not undergone the competency assessment and those appointed temporarily in acting positions may undergo the competency assessment as part of their professional development. Desktop monitor the provision of support to primary and secondary schools that have been declared as underperforming in terms of Section 58B of the South African Schools Act (SASA), Act 84 of 1996.
<b>Source of data</b>	Information is obtained from completed competency assessments
<b>Method of Calculation/ Assessment</b>	Numerator: Total number of District Directors assessed Denominator: Total number of District Directors appointed in 2022/23 Multiply by 100
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>Appointment letters</li> <li>Competency assessment records</li> <li>Signed list of District Directors appointments</li> </ul>
<b>Data limitations</b>	Non-appointments/ Delay in filling vacant District Director posts or incumbents appointed in acting roles.
<b>Assumptions</b>	Individual competency assessment reports of appointed District Directors kept confidential.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	All District Directors having undergone competency assessments prior to their appointments.
<b>Indicator responsibility</b>	Lead – Branch D: Delivery and Support

<b>Indicator Title</b>	<b>4.3.4 Number of underperforming secondary schools monitored at least twice a year by sector officials.</b>
<b>Definition</b>	Monitor the provision of support to secondary schools that have been declared as underperforming in terms of Section 58B of the South African Schools Act (SASA), Act 84 of 1996. By sector officials we refer to officials from districts to national level.
<b>Source of data</b>	Information is obtained through administration of provincially designed monitoring tool and the DBE monitoring tool.
<b>Method of Calculation/ Assessment</b>	Total number of schools visited at least twice per year by sector officials.
<b>Means of Verification</b>	<ul style="list-style-type: none"> <li>Signed list of schools monitored with dates of monitoring.</li> <li>Signed list of underperforming schools per province.</li> <li>Completed monitoring tools / logbook copies</li> <li>Consolidated monitoring status annual report.</li> </ul>
<b>Data limitations</b>	Lack of adequate tools of trade and delayed/ non-filling of critical posts across the system.
<b>Assumptions</b>	All underperforming schools are monitored by sector officials for support.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: not applicable Target for Youth: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	At least 60% of underperforming schools are monitored to improve performance at schools.
<b>Indicator responsibility</b>	Lead – Branch D: Delivery and Support

<b>Indicator Title</b>	<b>4.3.5. Number of districts in which teacher development has been conducted as per District Improvement Plans.</b>
<b>Definition</b>	The indicator measures the actual number of districts with a District Improvement Plan that reflects teacher development practices. The practices include training and support provided to teachers.
<b>Source of data</b>	Information is obtained from the District Improvement Plans.
<b>Method of Calculation/ Assessment</b>	Count the number of districts with a District Improvement Plan reflecting planned teacher development practices for the financial year.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Signed off District Improvement Plans collected by District Directorate</li> </ul>
<b>Data Limitations</b>	None
<b>Assumptions</b>	Each district has a District Improvement Plan.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Youth: not applicable Target for Women: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	District Improvement Plans flagging the need for teacher development to take place.
<b>Indicator Responsibility</b>	Lead – Branch D: Delivery and Support

<b>Indicator Title</b>	<b>4.3.6 Number of District Director forums held.</b>
<b>Definition</b>	The indicator measures the number of contact sessions/ meetings the Minister holds with District Directors during a financial year. The purpose of the meetings is to strengthen communication in the sector and share best practices to improve service delivery and the achievement of learner outcomes.
<b>Source of data</b>	Information is obtained through the online forums.
<b>Method of Calculation/ Assessment</b>	Count the number of District Director forums held.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Annual Report on the District Director forums held.</li> <li>Attendance registers.</li> <li>Record of virtual meetings held.</li> </ul>
<b>Data Limitations</b>	None
<b>Assumptions</b>	Minister's availability guaranteed for at least three online meetings in an academic year.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Youth: not applicable Target for Women: not applicable Target for Persons with Disabilities: not applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on the contribution to spatial transformation priorities: not applicable Reflect on the spatial impact area: not applicable
<b>Calculation type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	Three District Directors online forums successfully held annually.
<b>Indicator Responsibility</b>	Lead – Branch D: Delivery and Support

<b>Indicator Title</b>	<b>5.1.1 An Annual Sector Report is produced on the provision of nutritious meals and compliance with feeding requirements</b>
<b>Definition</b>	<p>The NSNP is a key government programme that provides nutritious meals to learners to enhance the learning capacity and promote access to education. The South African Food based Dietary Guideline defines a nutritious meal as one consisting of a protein, starch and a vegetable or fruit. The programme targets learners from quintiles 1 – 3 ordinary schools and special schools as well as identified learners in quintile 4 and 5.</p> <p>The NSNP Conditional Grant Framework outlines the key requirements for effective implementation including quality of food, dietary diversity, cost effectiveness, development of concise business plans, human resource provisioning, utensils, as well as routine monitoring by national, provincial and district officials.</p> <p>The Annual Sector Report constitutes the Monitoring Response and Reporting (MRR) system used by the PEDs to conduct school monitoring visits, and DBE monitoring visits conducted in districts across all 9 PEDs</p>
<b>Source of data</b>	Data will be collected from individual PEDs and DBE Monthly Reports.
<b>Method of Calculation/ Assessment</b>	An Annual Sector Report is produced on the provision of nutritious meals and compliance with feeding requirements
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Approved Annual Sector Report on the provision of nutritious meals and compliance with feeding requirements</li> <li>Nine signed PED reports substantiating the Annual Sector Report.</li> </ul>
<b>Assumptions</b>	All 9 PEDs submit authentic reports timeously.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: Not Applicable Target for Youth: Learners in Primary, Secondary and identified Special Schools. Target for Persons with Disabilities: Not Applicable
<b>Spatial Transformation (where applicable)</b>	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	PEDs complying with feeding requirements to effectively provide quality and nutritious meals.
<b>Indicator Responsibility</b>	Lead – Branch S: Educational Enrichment Services

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

<b>Indicator Title</b>	<b>5.1.3 Number of districts monitored in the implementation of the National School Safety Framework (NSSF), Social Cohesion, Sport and Enrichment Programmes.</b>
<b>Definition</b>	<ul style="list-style-type: none"> <li>• NSSF seeks to address prevalence of crime and violence in 75 education districts</li> <li>• The districts shall refer to the Education District</li> <li>• Safety means school safety in particular</li> <li>• Social Cohesion means social norms, values, constitutional rights, democracy education and gender equity</li> <li>• Sport and Enrichment refers to school sport codes and curriculum support to mass participation in physical activity, school sport, arts and culture, academic and homework support and life skills activities</li> </ul>
<b>Source of data</b>	Information is obtained through desktop monitoring and visits in some districts
<b>Method of Calculation / Assessment</b>	Count the number of districts monitored and supported in the implementation of the NSSF, Social Cohesion, Sport and Enrichment Programmes
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• Completed monitoring tools</li> <li>• Signed list of districts monitored per quarter with dates of monitoring</li> <li>• Consolidated monitoring status annual report</li> <li>• Signed registers by district officials</li> </ul>
<b>Assumptions</b>	Districts are monitoring and supported in the implementation of NSSF, Social Cohesion and Sport and Enrichment programmes at school level.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: Not Applicable Target for Youth: Learners in Public Ordinary Schools Target for Persons with Disabilities: Learners with Special Educational Needs (LSEN)
<b>Spatial Transformation (where applicable)</b>	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	NSSF, Social Cohesion, Sport and Enrichment programmes fully implemented.
<b>Indicator Responsibility</b>	Lead – Branch S: Educational Enrichment Services

<b>Indicator Title</b>	<b>5.1.4 Number of learners, educators, parents, SGBs and other educations stakeholders reached through social cohesion programmes.</b>
<b>Definition</b>	Social Cohesion Programme includes activities such as: <ul style="list-style-type: none"> <li>• Engagements on the Rights and Responsibilities,</li> <li>• National Schools Moot Court,</li> <li>• iNkosi Albert Luthuli Oral Programme,</li> <li>• Youth Citizens Action Programme,</li> <li>• Heritage Education Schools Outreach Programme,</li> <li>• Commemorations of Historic Events and Significant Anniversaries,</li> <li>• Children's Parliament,</li> <li>• Future Choices Programme,</li> <li>• Girls and Boys Education Movement Programme,</li> <li>• Gender Empowerment Programme</li> <li>• Multimedia engagements (radio, television, social media &amp; webinars)</li> <li>• Truth and Reconciliation Commission (TRC)</li> </ul>
<b>Source of data</b>	Information is obtained through the implementation of social cohesion and equity activities.
<b>Method of Calculation / Assessment</b>	Count the number of participants reached through social cohesion programmes, physically and virtually, including the statistical analysis of numbers reached through radio, television and social media.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>• Lists of participants signed off by the relevant Managers from partners as well as the national or provincial coordinators</li> <li>• Lists of Truth and Reconciliation Commission (TRC) Bursary Payments signed off by the relevant Managers</li> <li>• Signed off lists of participants for the virtual platform</li> <li>• If the webinar is posted on social media, include list of names who liked and commented on the post, as well as number of subscribers who view the sessions.</li> <li>• If delivered through radio or television, number of persons reached through the broadcast as provided by the broadcasting house.</li> </ul>
<b>Data limitations</b>	The social media reach is not static and therefore information is cumulative. The radio and television reach is statistical analysis of information provided by the broadcasting house.
<b>Assumptions</b>	Provinces will facilitate mass participation, arrange facilities and resources for virtual platforms and email or courier pieces of work such as essays and research projects
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: For in-school female children Target for Youth: In-school youth Target for Persons with Disabilities: Learners with Special Educational Needs (LSEN)
<b>Spatial Transformation (where applicable)</b>	Reflect on contribution to spatial transformation priorities: Not Applicable Reflect on the spatial impact area: Not Applicable
<b>Calculation Type</b>	Cumulative: Year-End
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	Stakeholder engagements held to promote social cohesion and nation building
<b>Indicator Responsibility</b>	Lead – Branch S: Educational Enrichment Services

<b>Indicator Title</b>	<b>5.1.5 Number of districts implementing the programme to end school-related gender-based violence.</b>
<b>Definition</b>	Implementation of the programme to end school-related gender-based violence is based on an annual circular sent to schools to guide them on hosting at least four assemblies in a year, including the framework of topics and themes to be covered in each of the assembly sessions.
<b>Source of data</b>	Data obtained from the district monitoring visits
<b>Method of Calculation/ Assessment</b>	Count the number of schools reported in the education districts monitored in each quarter.
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Completed monitoring tools</li> <li>Signed list of districts monitored per quarter with dates of monitoring</li> <li>Consolidated monitoring status annual report</li> <li>Signed registers by district officials</li> </ul>
<b>Data limitations</b>	The data will provide the number of districts, and sometimes the number of schools, implementing the programme but will not provide the reach in terms of number of learners attending each assembly session.
<b>Assumptions</b>	Provinces would have received the annual circular to guide the assemblies and disseminated it to Education Districts to further disseminate to schools.
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: Not applicable</p> <p>Target for Youth: Not applicable</p> <p>Target for Persons with Disabilities: Not applicable</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on contribution to spatial transformation priorities: Not Applicable</p> <p>Reflect on the spatial impact area: Not Applicable</p>
<b>Calculation Type</b>	Cumulative: Year-End
<b>Reporting Cycle</b>	Quarterly
<b>Desired performance</b>	Prevention of violence in schools with particular focus on Gender-based Violence and Femicide
<b>Indicator Responsibility</b>	Lead – Branch S: Educational Enrichment Services

<b>Indicator Title</b>	<b>5.1.6. Number of professionals trained in SASCE programmes.</b>
<b>Definition</b>	South African School Choral Eisteddfod (SASCE) is a strategic programme in the Department's quest to promote unity in diversity, national reconciliation, social cohesion, and a national identity among young South Africans of school-going age. Development programmes aim to facilitate the conducting and performance of music by schools thereby ensuring sustainability of the programme. The development programme implemented is for the following professionals: Adjudicators: An adjudicator is a qualified individual tasked with the responsibility to score/adjudicate choristers who ascend the stage during a formal singing competition. This leg also feeds into the data-capturers, whom, when the need arises, can also be trained. Conductors: Conductors are based in schools, training learners (choirs) on the current music syllabus to
<b>Source of data</b>	Attendance registers
<b>Method of Calculation/ Assessment</b>	Count the number of attendees
<b>Means of verification</b>	<ul style="list-style-type: none"> <li>Signed attendance registers of all participants with contact details</li> </ul>
<b>Assumptions</b>	Trained professionals will participate in the SASCE programme
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: N/A</p> <p>Target for Youth: Learners in Public Ordinary Schools</p> <p>Target for Persons with Disabilities: Learners with Special Educational Needs (LSEN)</p>
<b>Spatial Transformation (where applicable)</b>	<p>Reflect on contribution to spatial transformation priorities: Not Applicable</p> <p>Reflect on the spatial impact area: Not Applicable</p>
<b>Calculation Type</b>	Cumulative (Year-End)
<b>Reporting Cycle</b>	Annually
<b>Desired performance</b>	An increased pool of professionals trained to deliver the programme
<b>Indicator Responsibility</b>	Directors: Sport and Enrichment



## Annexures to the Annual Performance Plan

### Annexure A: Amendments to the Strategic Plan

Details of revision	Revision	Reasons for revision	Financial year for revision
<b>Original Outcomes</b>	<b>Revised Outcomes</b>	Revisions made to Outcomes and Outputs based on feedback from the DPME and according to the Revised Framework for Strategic Plans and Annual Performance Plans (RFSPAPP). Outcomes are the medium-term results for specific beneficiaries which are the consequence of achieving specific outputs	2022/23
Outcome 1: Maintain and develop the system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system	Outcome 1: Improved system of policies, including the curriculum and assessment, governing the Basic Education Sector to advance a quality and inclusive, safe and healthy basic education system		
Outcome 2: Maintain and develop information and other systems which enable transformation and an efficient and accountable sector	Outcome 2: Improved information and other systems which enable transformation and an efficient and accountable sector		
Outcome 3: Maintain and develop knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery	Outcome 3: Improved knowledge, monitoring and research functions to advance more evidence-driven planning, instruction and delivery		
Outcome 4: Advance the development of innovative and high-quality educational materials	Outcome 4: Advanced development of innovative and high-quality educational materials		
Outcome 5: Conduct strategic interventions to assist and develop provincial education systems	Outcome 5: Enhanced strategic interventions to assist and develop provincial education systems		
Outcome 6: Communicate information to, and partner with relevant stakeholders in better ways	Outcome 6: Improved communication of information and partnerships with stakeholders		

## Annexure B: Conditional Grants

Name of Grant	Purpose	Outputs	Current Annual Budget (R thousand)	Period of Grant
<b>Children/Learners with Severe to Profound Intellectual Disability (C/LSPID) Grant</b>	To provide the necessary support, resources and equipment to identified care centres and schools for the provision of education to Children/Learners with Severe to Profound Intellectual Disabilities (C/LSPID)	<ul style="list-style-type: none"> <li>• Human resources specific to inclusive education through the recruitment of key staff in permanent posts;</li> <li>• Databases of selected schools and special care centres;</li> <li>• Transversal itinerant outreach team members, caregivers, teachers, in-service therapists and officials trained on the Learning Programme for CSPID, and other programmes that supports delivery of the Learning Programme;</li> <li>• Provision of outreach services;</li> <li>• Response to the COVID-19 pandemic</li> </ul>	249 430	Annual
<b>Mathematics, Science and Technology (MST) Grant</b>	To provide support and resources to schools, teachers and learners in line with the CAPS for the improvement of MST teaching and learning at selected public schools.	<p>Information and Communication Technology (ICT) subject-specific resources:</p> <ul style="list-style-type: none"> <li>• 485 schools supplied, with subject-specific computer hardware in accordance with the minimum specifications prescribed by the CAPS; and</li> <li>• 300 schools supplied with subject-related software in accordance with the minimum specifications.</li> </ul> <p>Workshop equipment, consumables, tools and machinery:</p> <ul style="list-style-type: none"> <li>• 232 technical schools' workshop equipment and consumables for technology subjects repaired, maintained and/or replaced in accordance with the minimum specifications; and</li> <li>• 232 technical schools' workshop machinery and tools for technology subjects supplied, repaired, maintained and replaced in accordance with the minimum specifications.</li> </ul> <p>Laboratories equipment, apparatus and consumables:</p> <ul style="list-style-type: none"> <li>• 1 000 schools supplied with Mathematics, Science and Technology kits;</li> <li>• 1 256 laboratories supplied with apparatus for Mathematics, Science and Technology subjects in accordance with the minimum specifications; and</li> <li>• 500 laboratories and workshops supplied with consumables for Mathematics, Science and Technology subjects in accordance with the minimum specifications.</li> </ul> <p>Learner Support:</p> <ul style="list-style-type: none"> <li>• 50 000 learners registered for participation in Mathematics, Science and Technology Olympiads/fairs/expos and other events based on a structured annual calendar, including support through learner camps and additional LTSMs such as study guides.</li> </ul> <p>Teacher Support:</p> <ul style="list-style-type: none"> <li>• 1 500 participants attending specific structured training and orientation for teachers and Subject Advisors in subject content and teaching methodologies on the CAPS for Electrical, Civil and Mechanical Technology, Technical Mathematics and Technical Sciences; and</li> <li>• 1 000 teachers and Subject Advisors attending targeted and structured training in teaching methodologies and subject content either for Mathematics, Physical, Life, Natural and Agricultural Sciences, Technology, Computer Applications Technology, Information Technology, Agricultural Management and Technology subjects.</li> <li>• Teacher training and provision of resources for Coding and Robotics</li> </ul>	424 528	Annual

Name of Grant	Purpose	Outputs	Current Annual Budget (R thousand)	Period of Grant
<b>Human Immunodeficiency Virus, Acquired Immunodeficiency Syndrome (HIV and AIDS) Life Skills Education Grant</b>	<ul style="list-style-type: none"> <li>To support South Africa's HIV prevention strategy by: providing Comprehensive Sexuality Education (CSE) and access to sexual and reproductive health services to learners; as well as supporting the provision of employee health and wellness programmes for educators.</li> <li>To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators.</li> <li>To reduce the vulnerability of children to HIV, TB and STIs, with a particular focus on orphaned children and girls.</li> </ul>	<ul style="list-style-type: none"> <li>Number of educators trained on the implementation of the CSE and TB prevention programmes for learners to be able to protect themselves from HIV and TB, COVID-19 and the associated key drivers including alcohol and drug use, leading to unsafe sex, learner pregnancy and HIV infections.</li> <li>9 200 School Management Teams (SMTs) and governing bodies trained to develop policy implementation plans focusing on keeping mainly young girls in school, and ensuring that CSE and TB education is implemented for all learners in schools. The training will also address multiple sexual partnerships among boys and learner pregnancy prevention.</li> <li>Co-curricular activities on provision of CSE, access to sexual and reproductive health and TB services implemented in secondary schools including a focus on prevention of alcohol and drug use, learner pregnancy and COVID-19, targeting 98 525 learners. Co-curricular activities in primary schools will focus on raising awareness of social issues and vulnerabilities such as how to report abuse and support affected learners.</li> <li>Care and support programmes implemented to reach 75 944 learners and 5 300 educators. Expand the appointment of Learner Support Agents to 2 750 to support vulnerable learners prioritising primary schools, using the Care and Support for Teaching and Learning (CSTL) framework.</li> <li>Print and distribute 301 325 copies of CAPS and COVID-19 compliant material, including material for learners with barriers to learning. Printing of the school policy pack will be prioritized.</li> <li>Host advocacy and social mobilisation events with 158 004 learners, educators and school community members on the new DBE National Policy on HIV, STIs and TB.</li> </ul>	241 054	Annual
<b>Education Infrastructure Grant (EIG)</b>	<ul style="list-style-type: none"> <li>To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education including district and circuit accommodation</li> <li>To enhance capacity to deliver infrastructure in education</li> <li>To address damages to infrastructure</li> </ul> <p>To address achievement of the targets set out in the minimum norms and standards for school infrastructure</p>	<ul style="list-style-type: none"> <li>Number of new schools, additional education spaces, education support spaces and administration facilities constructed as well as equipment and furniture provided</li> <li>Number of existing schools' infrastructure upgraded and rehabilitated</li> <li>Number of new and existing schools maintained</li> <li>Number of work opportunities created</li> <li>Number of new special schools provided, and existing special and full-service schools upgraded and maintained</li> </ul>	12 229 436	Annual
<b>School Infrastructure Backlogs Grant (SIBG)</b>	Eradication of all inappropriate school infrastructure Provision of water, sanitation and electricity to schools	<ul style="list-style-type: none"> <li>Number of new inappropriate schools replaced and provided with related furniture</li> <li>Number of schools provided with water</li> <li>Number of schools provided with sanitation</li> </ul>	2 402 843	Annual
<b>National School Nutrition Programme (NSNP)</b>	Provide nutritious meals to identified learners in primary, secondary and special schools	Ensure that policies relating to care and support services evolve to deal with emerging priorities, including those relating to school nutrition, school safety, social cohesion and learner health and wellness.	8 504 132	Annual

Name of Grant	Purpose	Outputs	Current Annual Budget (R thousand)	Period of Grant
<b>Early Childhood Development (ECD) Grant</b>	<ul style="list-style-type: none"> <li>• To increase the number of poor children accessing subsidised ECD services through the centre and non-centre-based programmes</li> <li>• To support ECD providers delivering an ECD programme to meet basic health and safety requirements for registration</li> <li>• To pilot the construction of new low-cost ECD centres</li> </ul>	<p>The grant has two components with detailed outputs, conditions and responsibilities for each component specified in separate frameworks. The two components are:</p> <ul style="list-style-type: none"> <li>o infrastructure component <ul style="list-style-type: none"> <li>• Number of ECD centres assessed for infrastructure support and health and safety standards</li> <li>• Number of ECD centres whose registration status improved as a result of the infrastructure component within 24 months of receiving the grant</li> <li>• Number of low-cost ECD centres constructed</li> </ul> </li> <li>o subsidy component <ul style="list-style-type: none"> <li>• Number of eligible children subsidised, as agreed in the service level agreements (SLA)</li> <li>• Number of all children attending ECD services in fully registered centres</li> <li>• Number of all children attending ECD services in conditionally registered centres</li> <li>• Number of children subsidised from the conditional grant in fully registered centres</li> <li>• Number of children subsidised from the conditional grant in conditionally registered centres</li> <li>• Number of days subsidised for centre-based programmes</li> <li>• Number of children benefiting from the subsidy of the conditional grant in registered non-centre based ECD programmes</li> <li>• Number of children benefiting from the top up grant.</li> <li>• Number of ECD practitioners and other staff employed in registered ECD centres benefiting from the conditional grant</li> </ul> </li> </ul>	1 191 917	Annual

## Annexure C: Consolidated Indicators

Institution	Output Indicator	Annual Target	Data Source
Provincial Departments of Education	<b>PROGRAMME 1: Administration</b>		
	SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data	PED Specific	Primary Evidence: Provincial EMIS / Data Warehouse Secondary Evidence: Database with the list of schools that submit data using SA-SAMS or any alternative electronic solution
	SOI 102: Number of public schools that can be contacted electronically (e-mail)		Provincial EMIS/ data warehouse/ ICT database
	SOI 103: Percentage of expenditure going towards non-personnel items		Basic Accounting System (BAS) system
	<b>PROGRAMME 2: Public Ordinary School Education</b>		
	SOI 201: Number of schools provided with multi-media resources	PED Specific	Primary Evidence: School Library Information Service database. Delivery notes kept at schools and district offices of media resources provided.
	SOI 202: Number of learners in public ordinary schools benefiting from the No Fee School Policy		List of no-fee schools as per the resource target list. List of learners enrolled in no-fee schools as per the resource target list
	SOI 203: Percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies.		Human Resource Directorate – PERSAL
	SOI 204: Percentage of learners in schools that are funded at a minimum level		School Funding Norms and Standards database.
	<b>PROGRAMME 4: Public Special School Education</b>		
	SOI 401: Number of learners in public special schools	PED Specific	Provincial data warehouse
	SOI 402: Number of therapists/ specialist staff in public special schools		PERSAL database
	<b>PROGRAMME 5: Early Childhood Development</b>		
	SOI 501: Number of public schools that offer Grade R	PED Specific	Provincial data warehouse
	<b>PROGRAMME 6: Infrastructure Development</b>		
	SOI 601: Number of public schools provided with water infrastructure	PED Specific	School Infrastructure database
	SOI 602: Number of public schools provided with electricity infrastructure		School Infrastructure database
	SOI 603: Number of public schools supplied with sanitation facilities		School Infrastructure database
	SOI 604: Number of schools provided with new or additional boarding facilities		Infrastructure database; and Completion certificates of new or additional boarding facilities
	SOI 605: Number of schools where scheduled maintenance projects were completed		School Infrastructure database; and Completion certificates.
	<b>PROGRAMME 7: Examination and Education Related Services</b>		
	SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination	PED Specific	National Senior Certificate database
	SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level		National Senior Certificate database
SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics		National Senior Certificate database	
SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences		National Senior Certificate database	
SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above		Primary Evidence: National Senior Certificate database; and Provincial database reconstructed to mirror national results. Secondary Evidence: NSC results as calculated by the DBE in the NSC Report.	

## Annexure D: District Development Model

Areas of intervention	Medium-Term (3 years - MTEF)				
	Project description	District Municipality	Location: GPS coordinates	Project leader	Social partners
Infrastructure	Accelerated School Infrastructure Delivery Initiative (ASIDI): Target the building of 30 new schools as well as the replacement of inappropriate structures	<b>Eastern Cape</b> Alfred Nzo Amathole Chris Hani Joe Gqabi O.R. Tambo	<b>Eastern Cape</b> Umzimvubu; Amahlathi; Ntabankulu; Elundini; Engcobo; Ngquza Hill; Mbhashe and Mnquma Local Municipalities	Department of Basic Education	DBSA
School Nutrition	National School Nutrition Programme (NSNP): To provide a nutritious meal to needy children in public schools across all quintiles	75 Education districts in all the 52 District and Metro Municipalities	All schools in the 75 districts	Department of Basic Education	DSD DOH Agric DPME Business NGOs/Donors
Water and Sanitation	Sanitation Appropriate for Education (SAFE): To provide clean running water to 50 schools through the ASIDI programme; and restore the dignity of school communities through proper sanitation-facilities in 450 schools	<b>Eastern Cape</b> Alfred Nzo Amathole BCM Chris Hani Joe Gqabi O.R. Tambo  <b>KwaZulu-Natal</b> Amajuba Harry Gwala King Cetshwayo Ugu Umgungundlovu Umkhanyakude Umzinyathi Uthukela Zululand  <b>Limpopo</b> Capricorn Mopani Sekhukhune Waterberg	<b>Eastern Cape</b> Alfred Nzo; Amathole; Buffalo City; Cacadu; Chris Hani; Elundini; Indwe; Joe Gqabi; Sakhisizwe; Mhlontlo; Emalahleni; Nyandeni; Enoch Mgijima; Mhlontlo; Senqu  <b>KwaZulu-Natal</b> Amajuba; Illembe; King Cetshwayo Ugu; Umgungundlovu; Umkhanyakude; Umzinyathi Uthukela; Zululand  <b>Limpopo</b> Mogalakwena; Polokwane; Mopani; Sekhukhune; Capricorn North; Waterberg	Department of Basic Education	IDT TMT CDC DBSA NECT

The 2022/23 APP District Development Model (DDM) includes National Catalytic projects in the following areas: Infrastructure; School Nutrition and Water and Sanitation. The PEDs will include detailed provincial specific areas of interventions for the DDM. The Department of Basic Education will intensify advocacy and awareness on the implementation of the District Development Model in the sector. The model seeks to coordinate all government work and service delivery under one roof at the local government sphere. Technical support teams comprising nominated officials from education districts were established across all the 75 education districts to participate in the One Plan development and implementation processes aligned to the district municipalities and metro spaces. Minister and Deputy Minister of Basic Education will be supported in their work as national political champions for the model in their respective municipal districts namely, Sedibeng (GP) and John TaoloGaetsewe (NC).





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