



# FIVE-YEAR STRATEGIC PLAN 2015/16-2019/20



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





# **FIVE-YEAR STRATEGIC PLAN**

**2015/16-2019/20**

**11 March 2015**

## FOREWORD BY THE MINISTER OF BASIC EDUCATION



The previous Department of Basic Education Strategic Plan highlighted some of the key challenges that characterised our education system. Among the challenges listed were poor learning outcomes across all grades, insufficient benchmarked measurement of learning outcomes, insufficient access to quality teaching and learning materials, unproductivity and ineffective use of time in the classroom and a general lack of access to basic education.

The bold steps introduced by the previous administration saw the split of the then Department of Education into the Department of Basic Education (DBE) and the Department of Higher Education and Training. Improved quality of basic education was then made the apex priority of government, with the intention of building specific strategies that would transform the basic education sector. The Action Plan to 2014: Towards the Realisation of Schooling 2025 was adopted as a sector plan, and its milestones informed the development of our short to medium-term goals.

While it is encouraging to see that the strategies we have employed are beginning to yield desired outcomes, more work still needs to be done to transform our education system. The period 2015 to 2020 will be marked by consolidation of good work that has been done while accelerating new strategies that are meant to take our education to greater heights. The Department will, over the next five years, accelerate planning and implementation of identified projects through Operation Phakisa. This is a methodology adopted by the Cabinet of the Government of the Republic of South Africa to fast-track delivery on the priorities encompassed in the National Development Plan (NDP), *Vision 2030: Our future – Make it work*.

The revision of our sector plan was to ensure synergy with the NDP and Medium-Term Strategic Framework (MTSF) 2014-2019. The Action Plan to 2019: Towards the Realisation of Schooling 2030 will guide the basic education sector in the development of our strategic plans and annual performance plans. Improved learner performance will continue to be the overriding goal in all our plans and strategies.

We have communicated our areas of focus over the coming five years and have termed them “non-negotiables”, which we are convinced will have an impact at classroom level. These are discussed in detail in this document.

It will include ensuring that the provision of the learning and teaching support materials (LTSM) is improved and that we work towards one textbook per learner per subject in all schools. The provision of LTSM over the past five years has been the best in the history of this country. Despite large investment in the post-apartheid period, material shortages have persisted. The development of a sector plan on LTSM has enabled the Department to ensure that textbooks are ordered and delivered on time by provinces. The provision of high-quality DBE workbooks was a major milestone. The workbooks assist with the correct pacing of the curriculum and promote effective teaching and learning. The Department will, over the 2014-2019 MTSF period, focus on monitoring the workbooks’ use and evaluate their impact on learning and teaching. Measures aimed at highlighting the importance of book retrieval will be undertaken. Functional and well-resourced school libraries will have a positive impact on our efforts to improve reading.

The year 2014 has seen the final implementation of the curriculum and assessment policy statements (CAPS), an initiative that characterised our curriculum reform and its implementation. Our efforts in the medium term will be towards monitoring the implementation of the curriculum, especially full curriculum coverage at classroom level. This calls for more accountability in the system and collaboration with all stakeholders. Our focus over the next five years will also be the improvement and progression of especially Mathematics, Science and Technology (MST). Our ultimate goal is to have MST and reading offices in all provinces as part of strengthening support for improved curriculum delivery.

The NDP requires all South Africans to learn at least one indigenous language as part of nation building and social cohesion. In 2014 we began piloting the incremental introduction of African languages (IIAL) in eight provinces and 228 schools as an immediate response to this noble call in the NDP. The integration of information and communication technology (ICT) in teaching and learning will also form part of our core strategies for developing learners and teachers that have relevant skills that match the modern needs of our changing world. ICT is the first priority where Operation Phakisa will be implemented.

Over the next five years, the sector will have dedicated programmes to support rural and small schools. The NDP advocates the eradication of schools with multi-grade classes, which currently constitute 26% of the schools in South Africa. The Department will, where possible, advise and support provinces in merging small and non-viable schools. Where merging of schools becomes a challenge because of distances, teachers will be developed professionally to handle multi-graded classes and transport will be provided to aid learner access to schools.

The introduction of the annual national assessments (ANAs) during this past term has helped identify the weaknesses in the teaching and learning processes. The lessons learnt since 2011 will continue to influence our teacher development programmes. The ANAs will continue to be used as an accountability mechanism in the system. In the 2014-2019 MTSF period the emphasis is on improving verification and credibility of the ANA system. Participation in international assessments will be ongoing to measure our learner performance against the best in the world.

Spending of the infrastructure budgets by provincial education departments (PEDs) has improved but challenges remain. The DBE will continue to monitor and ensure that all provinces spend their infrastructure budget accordingly. Through the Accelerated Schools Infrastructure Delivery Initiative (ASIDI) project, the Department will continue to eradicate all unsafe and mud school structures. Over this MTSF, all targeted schools in the ASIDI will be completed. A conducive learning and teaching environment will not only enhance teaching and learning, but will also help restore the dignity of our communities. We further commit to overseeing infrastructure projects including water, sanitation, maintenance, electrification and provisioning of furniture and desks in schools.

Our engagements with and support to districts will assist in providing focussed and effective assistance to schools. Proper monitoring and support of the curriculum will remain on the agenda for the next five years. Districts will be encouraged to take up the challenge of using the results of the ANAs to guide and mentor schools and teachers in how to interpret and make use of the ANA results to improve the critical skills of literacy and numeracy. Similarly to the National Senior Certificate (NSC) results, the Department will use these results to mentor poor performing districts with the intention of ensuring that results improve.

The Department will, over the next five years, utilise the strategy on recruitment and deployment of educators to ensure stability in staffing at school level and to improve efficiency in the processes for the deployment of educators. The Department will work towards formalising Grade R and ensure that quality provisioning of both human resource and LTSM is prioritised. Over the past few years we have seen an increase in the number of learners in Grade 1 who have attended Grade R. Our medium-term goals as a sector will be to ensure that there are sufficient readers and other learning materials for Grade R, and that the qualifications of early childhood development (ECD) practitioners are upgraded.

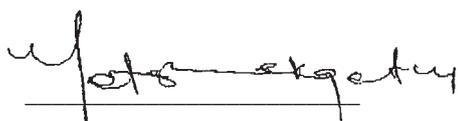
Our pro-poor policies have helped bridge the inequalities in the system and have also enabled the retention of learners in the system. More than 9 million learners benefit from the National School Nutrition Programme (NSNP), while approximately 8,7 million learners benefit from the No-Fee Schools policy. The state will continue to intervene in trying to make education more equitable in view of the triple challenges that face the country, which are unemployment, poverty and inequality.

In support of the partnership advocated by the NDP, the National Education Collaboration Trust (NECT) launched by the Deputy President, Kgalema Motlanthe, on 16 July 2013, will help the Department in its mission to transform the education system. The NECT was envisaged in the Education Collaboration Framework, which was developed by a range of stakeholders in response to the NDP and which takes forward government's commitment to prioritising education. It is our intention to use this collaboration framework to strengthen the existing partnerships that we already have with other departments on a number of programmes. It is also critical to see these inter-departmental collaborations serve education in the areas of improving whole-district performance, improving the health of our children in schools, and ensuring our schools are safe from drug abuse. Our teaching and learning strategies and plans need the involvement of other partners in the private sector to enhance what is already in place.

The Department will continue to work with all stakeholders in an effort to use schools as vehicles for promoting access to a range of public services among learners, such as sport and culture, safety and health. The Department will also strive to maintain labour peace in the sector so that teaching and learning can proceed without disruptions.

We remain hopeful that stabilisation will yield fruit in the Eastern Cape PED, which is currently under section 100(1)(b) of the South African Constitution. The DBE will continue monitoring and supporting the province as necessary.

I am confident that all our plans in the education sector are addressing a segment of what is contained in the NDP and that we are moving forward in the transformation of the education system.

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

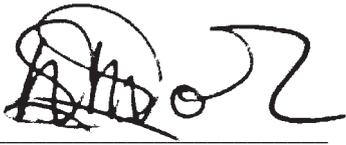
**Mrs Angie Motshekga, MP**

**Minister of Basic Education**

## OFFICIAL SIGN-OFF

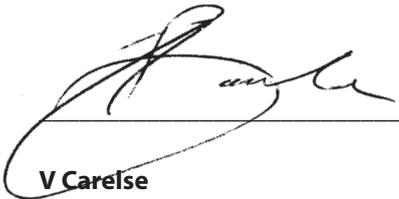
It is hereby certified that this strategic plan:

- was developed by the management of the Department of Basic Education under the guidance of the Minister of Basic Education;
- takes into account all the relevant policies, legislation and other mandates for which the Department of Basic Education is responsible; and
- accurately reflects the strategic outcome-oriented goals and objectives which the Department of Basic Education will endeavour to achieve over the period 2015/16 to 2019/20.



**N Molalekoa**

**Chief Financial Officer**



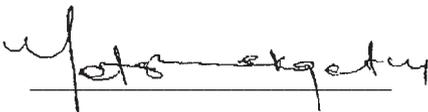
**Deputy Director-General: Office of the Director-General**



**SG Padayachee**

**Acting Director-General: Department of Basic Education**

**Approved by:**



**Mrs Angie Motshekga, MP**

**Minister of Basic Education**

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## LIST OF ABBREVIATIONS

ANA	annual national assessment
APP	annual performance plan
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
CAPS	curriculum and assessment policy statements
DBE	Department of Basic Education
ECD	early childhood development
ELRC	Education Labour Relations Council
FET	further education and training
HEDCOM	Heads of Education Departments Committee
IIAL	incremental introduction of African languages
ICT	information and communication technology
IQMS	Integrated Quality Management System
LTSM	learning and teaching support materials
MST	Mathematics, Science and Technology
MTSF	Medium-Term Strategic Framework
NECT	National Education Collaboration Trust
NEIMS	National Education Infrastructure Management System
NDP	National Development Plan
NQF	National Qualifications Framework
NSFAS	National Student Financial Aid Scheme
NSC	National Senior Certificate
NSNP	National School Nutrition Programme
PED	provincial education departments
PIRLS	Progress in Reading and Literacy Study
PPP	public-private partnership
SGB	school governing body
SMS	senior management
SMT	school management team
SRH	sexual and reproductive health
TIMSS	Trends in Mathematics and Science Studies

# PART A: STRATEGIC OVERVIEW

This strategic plan identifies important outcome-orientated goals and objectives against which the Department of Basic Education's medium-term results can be measured and evaluated by Parliament. It should be read in conjunction with other government plans and education sector plans, particularly the Action Plan to 2019: Towards the realisation of Schooling 2030. This strategic plan will inform the annual performance plans (APPs) of the department over a period of five years.

## 1. VISION

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

## 2. MISSION

Working together with provinces, our mission is to provide relevant and cutting-edge quality education for the 21<sup>st</sup> century.

## 3. VALUES

Placing the interest of our children first, the Department adheres to the following values:

- **People:** Upholding the Constitution, being accountable to the Government and the people of South Africa.
- **Excellence:** Maintaining high standards of performance and professionalism by aiming for excellence in everything we do, including being fair, ethical and trustworthy in all that we do.
- **Teamwork:** Cooperating with one another and with our partners in education in an open and supportive way to achieve our shared goals.
- **Learning:** Creating a learning organisation in which staff members seek and share knowledge and information, while committing them to personal growth.
- **Innovation:** Striving to address the training needs for high-quality service and seeking ways to achieve our goals.

## 4. LEGISLATIVE AND OTHER MANDATES

### 4.1 Constitutional mandate

Constitutional mandate	Responsibilities
The Constitution of South Africa, 1996 (Act 108 of 1996)	The policy requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees basic education for all, with the provision that everyone has the right to basic education, including adult basic education.

### 4.2 Legislative mandate

Act	Brief description
The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)	The NEPA inscribed into law the policies, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers, as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that would collaborate in the development of a new education system. NEPA therefore provided for the formulation of national policy in both the general and further education and training (FET) bands policies for, <i>inter alia</i> , curriculum, assessment, language, and quality assurance. NEPA embodies the principle of cooperative governance, elaborated upon in Schedule 3 of the Constitution.
South African Schools Act, (SASA), 1996 (Act 84 of 1996), as amended	To provide for a uniform system for the organisation, governance and funding of schools. It ensures that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14 years.
Public Finance Management Act, 1999 (Act 1 of 1999)	To regulate financial management in the national and provincial governments and to ensure that government resources are managed efficiently and effectively.
The Division of Revenue Act, 2013 (Act 2 of 2013)	To provide for equitable division of revenue raised nationally and provincially.
Employment of Educators Act, 1998 (Act 76 of 1998)	To provide for the employment of educators by the state and for regulation of the conditions of service, discipline, retirement and discharge of educators. The Employment of Educators Act and the resultant professional council, the South African Council of Educators (SACE), now regulate the historically divided teaching corps.
Public Service Act, 1994, as amended Act 103 of 1994)	To provide for the organisation and administration of the public service as well as the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service.

Act	Brief description
South African Qualifications Authority Act, 1995 (Act 58 of 1995)	The South African Qualifications Authority Act provides for the establishment of the National Qualifications Framework (NQF), which forms the scaffolding for a national learning system that integrates education and training at all levels. The launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001 reinforced the resolve to establish an integrated education, training and development strategy that will harness the potential of our adult learners. The design of the NQF was refined with the publication of Higher Education Qualifications Framework in <i>Government Gazette No. 928</i> , 5 October 2007, to provide ten levels of the NQF. The school and college level qualifications occupy levels 1 to 4 as in the original formulation, with plans to accommodate some of the college level qualifications at level 5. Higher education qualifications in the new formulation of the NQF occupy six levels, levels 5 to 10. Levels 5 to 7 are undergraduate and levels 8 to 10 are postgraduate.

### 4.3 Policy mandate

In addition to the national education legislative mandates, the following education white papers and policies guide South African institutions in the delivery of quality education.

Education White Paper 1	The fundamental policy framework of the Ministry of Basic Education is stated in the Ministry's first white paper, <i>Education and Training in a Democratic South Africa: First Steps to Develop a New System</i> (February 1995). This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
Education White Paper 5	The <i>Education White Paper on Early Childhood Development</i> (2000) provides for the expansion and full participation of 5-year-olds in pre-school reception grade education by 2010, as well as for an improvement in the quality of programmes, curricula and teacher development for 0- to 4-year-olds and 6- to 9-year-olds.
Education White Paper 6	<i>Education White Paper 6 on Inclusive Education</i> (2001) described the intention of the Department of Education to implement inclusive education at all levels of the system by 2020. Such an inclusive system will facilitate the inclusion of vulnerable learners and reduce barriers to learning through targeted support structures and mechanisms that will improve the retention of learners in the education system, particularly learners who are prone to dropping out.
Education White Paper 7	<i>Education White Paper 7</i> is about e-education and revolves around the use of ICT to accelerate the achievement of national education goals. It is about connecting learners and teachers to each other and to professional support services, and providing platforms for learning. It seeks to connect learners and teachers to better information, ideas and one another via effective combinations of pedagogy and technology in support of educational reform.

<p>The National Curriculum Statement Grades R to 12</p>	<p>The National Curriculum Statement Grades R to 12, a policy statement for learning and teaching in schools, replaced the policy document, A Resume of industrial Programmes in Schools, Report 550 (89/03). It embodies the vision for general education to move away from a racist, apartheid, rote model of learning and teaching, to a liberating, nation-building and learner-centred, outcomes-based initiative. In line with training strategies, the reformulation is intended to allow greater mobility between different levels and between institutional sites, as well as to promote the integration of knowledge and skills through learning pathways. Its assessment, qualifications, competency and skills-based framework encourages the development of curriculum models that are aligned to the NQF in theory and practice.</p>
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#### 4.4 Relevant court rulings

- *BEFA V MINISTER OF BASIC EDUCATION AND OTHERS*

The applicants had approached the court for the following orders: Declaring that the failure by the first to fifth respondents to ensure complete delivery of textbooks to all schools in Limpopo was a violation of the right to basic education, equality, dignity and sections 29(1)(a), 165(4) and 195 of the Constitution.

- *BEAUVALLON SECONDARY SCHOOL AND OTHERS V THE MINISTER OF EDUCATION FOR THE WESTERN CAPE AND OTHERS*

The order that was sought by the applicants in the review proceedings was to set aside the decision of the MEC to close twenty schools with effect from 31 December 2012 and, in the alternative, an order declaring section 33(2) of the South African Schools Act (SASA) to be unconstitutional. The court found that the MEC's decision to close the schools was irrational and arbitrary.

An appeal against the finding of the court has been lodged with the Supreme Court of Appeal.

- *MADZODZO AND OTHER V MINISTER OF BASIC EDUCATION*

The applicants in this matter are the parents of learners at three Eastern Cape schools who brought an application last year to compel the respondents to provide school furniture to certain schools in the Eastern Cape. The judgment in this case was delivered on 20 February 2014. The court granted a declaratory order declaring that the respondents are in breach of the constitutional rights of learners in public schools in the Eastern Cape to basic education by failing to provide adequate, age and grade-appropriate furniture, which will enable each child to have his or her own reading or writing space.

#### 4.5 Planned policy initiatives

The forthcoming educational landscape, in terms of the policy directives, is deeply rooted in the NDP. The entire government machinery is driven by this plan, and the basic education sector is aligning its long term sector plan to the NDP in order to drive the mandate in a comprehensive way. The sector plan, *Action Plan to 2019: Towards the Realisation of Schooling 2030*, details the direction which the basic education sector will take to achieve the goals set out in the NDP and in the MTSF for outcome 1. Finally, the 2014-2019 MTSF forms the basis of why the sector needs to rethink policy imperatives that will support the implementation and realisation of the mandates that must be achieved in the current five year term and the future, if necessary.

Based on the key MTSF priorities, the NDP, the sector plan and the internal non-negotiables, the following critical policy initiatives need to be considered:

- A need to have a policy on the expansion of the ECD programme to cover two years before Grade 1 because of the involvement of the Department of Social Development in the 0 to 4-year-old ECD programme.
- The sector is introducing an African language in schools, and to support this, the policy on the incremental implementation of African languages must be finalised urgently.

- On inclusive education, there is an urgent need to have the screening, identification, assessment and support framework approved as policy to strengthen the implementation of *White Paper 6 on Inclusive Education*.
- The emerging priority to offer History as a compulsory subject at all grades necessitates the development of Norms and standards for uniform implementation in all provinces.
- The established norms and standards for infrastructure in schools are critical in ensuring the infrastructure development for the future meets the requirements for proper teaching and learning.
- On partnerships established to share the education burden with the communities and other parties, the consultation process on the national school safety framework has to be completed to support future implementation.
- A host of other policies developed and implemented in the previous term will continue to be implemented to support and promote quality delivery of education.

The Department will be processing five pieces of legislation, namely:

- i. Basic Education Laws Amendment Bill, 2014;
- ii. Regulations for the Exemption of Parents from Payment of School Fees;
- iii. Safety Regulations;
- iv. National Education Evaluation and Development Unit Bill; and
- v. Personnel Administration Measures.

The Department has started work on the following policy instruments:

- Admission Policy;
- SGB Guidelines;
- Pregnancy Policy;
- Guidelines on Focus Schools;
- Policy on the Roles and Responsibilities of Education Districts;
- Policy on School Calendars;
- Policy on Whole-School Evaluation.
- Circular on Admission of Foreign Learners to Public Schools.

## 4.6 Strategic focus areas emerging from education sector mandates

Sector mandates for the coming period are based on the dictates of the NDP, the sector plan (Action Plan to 2019) and the 2014 MTSF.

### 4.6.1 The National Development Plan

The NDP has put forward a number of priorities that will drive all initiatives from both government and the private sector. The plan gives a 2030 horizon, and the development of this plan emphasises what is critical to the development of human capital starting with the ECD sector, which lays the foundation for all development in the country. Alignment of all initiatives will thus be critical in the next five-year period. Listed below are some of the Department's initiatives to respond to the NDP.

#### i) **Infrastructure and learning materials to support effective education**

Significant progress has been made in ensuring that more schools comply with the basic level of infrastructure. The Department is committed to providing safe drinking water, sufficient hygienic toilet facilities and electricity, and for all inappropriate structures to be eradicated over this five-year period, in line with the NDP's objective that all schools meet minimum infrastructure standards for sanitation, classrooms and libraries by 2017.

The plan calls for resources to be made available to teachers and schools to support learning, with a focus on improving literacy, numeracy, science and language outcomes. In 2014, the Department printed and delivered 24 780 640 Volume 1 and 2 workbooks for Grades 1 to 9 to 23 673 schools. The Department will also expand the provision of Grade 1 IIAL workbooks and big books in all languages to schools across all provinces.

#### ii) **Improved quality teaching and learning**

More effective teacher development programmes and teacher competency will lead to improved performance of learners. The NDP calls for a trebling of the number of Grade 12 learners who achieve university entrance passes with Mathematics and Physical Science by 2030. The Department will continue to use the ANA to influence classroom practices and to inform content-focused training for teachers. A content diagnostic testing system for teachers will be developed to assess teacher performance management processes in order to contribute positively to classroom practice.

#### iii) **Access to quality Early Childhood Development**

The significant increase in the number of five-year-olds attending educational institutions may be attributed to the interventions aimed at realising government's commitment in ensuring that all children aged five are attending educational institutions by 2014. The ECD sector is challenged by a lack of qualified teachers and provision of quality learning and teaching support materials. Areas of action from 2015 onwards include the quality of provision, especially in terms of practitioner and teacher skills for Foundation Phase and Grade R teachers, provision of Grade R workbooks, improved access and support for learners with disabilities and improved monitoring of reading in the Foundation Phase in line with the NDP. The DBE will work collaboratively with the Department of Social Development to ensure quality provisioning and better access to ECD.

#### iv) **Human resource development and management of schools**

It has become critical that the expansion of the Funza Lushaka bursary scheme is complemented by ensuring that all graduates are absorbed into the schooling system and deployed in areas of shortage such as Mathematics, Science and Technology as well as in the Foundation Phase (especially teaching in African languages), and to rural areas. The Department will develop a supply and demand model to incorporate information about teacher recruitment, attrition, exit, utilisation and migration to inform planning and resourcing of the teaching workforce, especially in areas of skills shortage, and to inform a comprehensive national strategy for human resources in the basic education sector that will be finalised in the medium term.

There is a dire need to assess the teachers' content knowledge in the subjects they teach, a need to replenish the current stock of teachers and a need to change the process of appointing principals who are competent individuals that will heighten school management and ensure that curriculum implementation takes place. A more effective teacher development programme will be implemented to improve teacher competency – also to respond to diversity and effectively implement inclusive education practice. Therefore, expanding and strengthening the Funza Lushaka bursary scheme is in line with the NDP to produce more and better qualified teachers, including teachers who are specialised in areas such as Deaf education and education for learners with visual impairment, autism, intellectual disability, neurological and neurodevelopmental impairments and communication impairments.

v) **Capacity of the state to intervene in and support quality education**

In line with the objective of improving the performance of the basic education sector, the National Education Evaluation and Development Unit adopted a different model for conducting evaluations in 2012. A more focused approach has been adopted, where a team of two evaluators spend on average seven days evaluating and compiling a report for each school. Regulatory frameworks and guidelines will be put in place to improve teachers' conditions of service, to improve post-provisioning norms, remuneration structures and performance management of teachers. For the new term, greater emphasis will be placed on the DBE developing norms and standards to play an effective oversight role over provinces in order to manage the issue of concurrent functions effectively. This is a direct way of implementing the National Education Policy Act, 1996 (Act 27 of 1996). Efforts will be made to support, monitor and evaluate policy and programme implementation in the provinces. The department will consider assessing its capacity to undertake this critical exercise.

vi) **Increase accountability for improved learning**

Principals will be held more accountable for managing teacher performance. The Integrated Quality Management System (IQMS) is being reviewed to embody the key roles and responsibilities of the principal, school management team (SMT), educator and the circuit manager. Furthermore, accountability will be strengthened by ensuring that heads of departments, deputy principals and principals sign work plans with their respective supervisors at the beginning of each evaluation cycle. Policy documents on roles and functions of districts are being revised for implementation to ensure effective oversight. Districts will be monitored closely to strengthen their capacity.

#### 4.6.2 The Medium-Term Strategic Framework

As part of the preparations for the new five-year term, the development of a new MTSF was crafted in 2013; and was finally approved by Cabinet in August 2014. It is an instrument through which deliverables of the sector have been set for the next five years. The MTSF outputs have been aligned to the NDP priorities for the sector, and it is the milestones in this document that will be used to track performance of the Minister and the sector. The Department of Basic Education, therefore, has aligned its strategic plan to the following MTSF six sub-outcomes:

1. Improved quality teaching and learning through development, supply and effective utilisation of teachers.
2. Improved quality teaching and learning, through provision of adequate, quality infrastructure and LTSM.
3. Improving assessment for learning to ensure quality and efficiency in academic achievement.
4. Expanded access to ECD and improvement of the quality of Grade R, with support for pre-Grade R provision.
5. Strengthening accountability and improving management at school, community and district level.
6. Partnerships for educational reform and improved quality.

### 4.6.3 The sector plan

In 2011, the DBE, as part of finding its mandate after the split of education into two ministries, put together a sector plan, Action Plan to 2014: Towards Realising Schooling 2025, for the first time, with the aim of drawing all education efforts into synchrony with one another. Historically, emphasis of this plan was on the processing of resources and inputs into quality learning outcomes. In line with the NDP, the sector has also extended the sector plan to stretch to 2030, while keeping its original goals of quality improvement and adding emerging areas that need attention. Implementation of the sector plan and achievement of the targets therein will continue to find expression in school, district, provincial and DBE plans.

#### DBE Framework to monitor progress towards achievement of MTSF 2014-2019 targets

Activities	Indicators	Baseline	Targets (May 2019 unless stated)	DBE planned activities towards achievement of MTSF targets
Implement and monitor implementation of an appropriate framework for teacher development (INSET): Goal 16	The average hours per year spent by teachers on professional development activities	39 hours (2011)	70 hrs	<ul style="list-style-type: none"> <li>Develop the Norms/ Framework</li> <li>Continue with School Monitoring Survey</li> <li>Monitor implementation regularly</li> </ul>
Teacher knowledge testing system for feedback into training and support operational and utilised by teachers: Goal 16	Number of teachers self-assessed using knowledge testing system	System to be operationalised	1 050	<ul style="list-style-type: none"> <li>DBE develops the Knowledge Testing system per subject</li> <li>Progress on completion of process above</li> <li>DBE monitors the implementation</li> </ul>
	Percentage of teachers meeting required content knowledge levels after support	41% (2007 SACMEQ maths)	55%	<ul style="list-style-type: none"> <li>DBE ANA analysis</li> <li>DBE provides information on providers of content training</li> <li>DBE Content assessment instruments</li> <li>Provision of workbook guides</li> <li>Provision of digital content online</li> </ul>
Strengthening inclusive education: Goal 26	Percentage of learners in schools with at least one educator with specialist training on inclusion	70% (SMS 2011)	100%	<ul style="list-style-type: none"> <li>DBE awareness initiatives</li> <li>Policy on Provisioning of Posts for Inclusive Education</li> </ul>

Activities	Indicators	Baseline	Targets (May 2019 unless stated)	DBE planned activities towards achievement of MTSF targets
Absorbing Funza Lushaka bursary holders	Number & percentage of Funza Lushaka bursary holders placed by June of the year after qualifying	2 352 (75%) (2012)	3 000 (85%)	<ul style="list-style-type: none"> <li>• Collaboration with DHET on increasing graduates in Initial Teacher Education</li> <li>• Collaboration with Treasury on increasing Funza Lushaka funding</li> <li>• Strategies to make Teaching attractive</li> </ul>
Implement a strategy for attracting sufficient qualified, young teachers including for Grade R	Number of qualified teachers, aged 30 and below, entering the public service as teachers for the first time, also for Grade R	7 400 (2013)	12 000	<ul style="list-style-type: none"> <li>• Collaboration with DHET on increasing graduates in Initial Teacher Education</li> <li>• Strategies to make Teaching attractive</li> </ul>
Ensure availability & utilisation of teachers so that large classes are avoided: Goal 15	Percentage of learners who are in classes with no more than 45 learners	75% (2007 NEIMS)	95 %	<ul style="list-style-type: none"> <li>• Post provisioning policy</li> <li>• DBE teacher retention strategies</li> <li>• Teacher salary structure</li> </ul>
	Percentage of schools where allocated teaching posts are all filled	90% (2011)	95%	<ul style="list-style-type: none"> <li>• Post provisioning policy</li> <li>• DBE teacher retention strategies</li> <li>• Monitor PPN issues at PED level</li> </ul>
	Percentage of teachers absent from school on an average day: <b>Goal 17</b>	8% (2011)	5%	<ul style="list-style-type: none"> <li>• DBE policy on absenteeism</li> <li>• SMS research on leave</li> <li>• School Monitoring Survey</li> </ul>
Eradicate inappropriate school structures, construct new structures and provide infrastructure facilities: Goal 24	Number and percentage of ASIDI schools built and handed over against the target	140 (2013)	171 (2016)	<ul style="list-style-type: none"> <li>• Process activities for ASIDI</li> <li>• Number of projects done each year</li> <li>• Monitoring of the building processes</li> </ul>
Provide schools with infrastructure and facilities in line with agreed norms and standards	Percentage of schools complying with of minimum infrastructure norms and standards	74% (2007 NEIMS)	100%	<ul style="list-style-type: none"> <li>• Provide Norms &amp; Standards/ Policy Framework / Regulations</li> <li>• Publishing of Infrastructure upgrading plans</li> <li>• Monitoring of standards implementation</li> </ul>

Activities	Indicators	Baseline	Targets (May 2019 unless stated)	DBE planned activities towards achievement of MTSF targets
Provide learners with access to required textbooks: Goal 19	Percentage of learners having access to the required textbooks in all grades and in all subjects	61% (2011)	100%	<ul style="list-style-type: none"> <li>• N&amp;S/ system on textbook approval &amp; supply processes</li> <li>• DBE Quality Assurance processes and activities</li> <li>• Monitoring activities and regularity</li> <li>• Monitoring the provision &amp; use of textbooks by all schools</li> </ul>
Provide learners with access to required workbooks: Goal 19	Percentage of learners having access to required workbooks per grade	61% (2011)	100%	<ul style="list-style-type: none"> <li>• DBE workbooks production</li> <li>• DBE processes and activities on distribution)</li> <li>• Monitoring activities and regularity</li> </ul>
Implement a strategy to strengthen and improve the quality of annual national assessments for grades 1 to 9	Policy detailing the role of Universal and Verification ANA and analysis published.	No baseline	Policy published and commenced with communication and training by 2014	<ul style="list-style-type: none"> <li>• Development of policy</li> <li>• Development of N&amp;S pertaining to the policy</li> <li>• Monitoring of the policy DBE analysis</li> </ul>
	Create item bank of high quality, valid, and reliable items.	No baseline	Item banks developed by 2014.	<ul style="list-style-type: none"> <li>• DBE creation of an Item bank</li> <li>• Sharing with provinces</li> <li>• Utilisation of the Item bank</li> </ul>
	Items used in Universal ANA are piloted a year before being used, on learners matching target population for the assessment.	No baseline	Report detailing the quality, validity of piloted items by 2015	<ul style="list-style-type: none"> <li>• Pilot activities</li> <li>• Pilot outputs</li> <li>• Implications of the pilot</li> </ul>
	Learner and teacher instrument is developed and piloted to collect background information.	No baseline	Annual Verification ANA report uses learner and teacher background information from 2014	<ul style="list-style-type: none"> <li>• DBE develops the Instrument</li> <li>• Pilot of the instrument</li> <li>• Pilot results</li> </ul>

Activities	Indicators	Baseline	Targets (May 2019 unless stated)	DBE planned activities towards achievement of MTSF targets
	Annual report on statistical equivalence of Universal and Verification ANA.	No baseline	Annual report from 2014 ANA	<ul style="list-style-type: none"> <li>• DBE produces the report</li> <li>• Distribution to PEDs</li> </ul>
	District ANA report produced for every district (by DBE) using Universal ANA	No baseline	Annual ANA report produced for each district in the country from 2014 onward	<ul style="list-style-type: none"> <li>• DBE produces District report</li> <li>• DBE sends the report to PEDs/ Districts</li> </ul>
Universal Grade R coverage: Goal 11	Percentage of Grade 1 learners who have received formal Grade R.	95% (2013)	100%	<ul style="list-style-type: none"> <li>• DBE development of policy guidelines/ Framework on Universal Grade R</li> <li>• Management of GHS/ EMIS data</li> </ul>
Distribute resource packs to grade R learners	Number & Percentage of targeted learners supplied with workbooks	Not available	97%	<ul style="list-style-type: none"> <li>• DBE's role in the N&amp;S on Grade R LTSM</li> <li>• DBE activities in the production of Grade R workbook and Resource packs</li> <li>• Distribution activities/ processes to provinces</li> </ul>
	No & percentage of target schools supplied with improved resource packs	Not available	97%	<ul style="list-style-type: none"> <li>• DBE's role in the N&amp;S on Grade R resource packs</li> <li>• DBE activities in the production of Grade R resource packs</li> <li>• Distribution activities/ processes to provinces</li> </ul>
Implement strategy for supply and quality of Grade R practitioners	Percentage of GR R practitioners with NQF level 6	New indicator	30%	<ul style="list-style-type: none"> <li>• DBE policies on professionalization of pre-school teachers</li> <li>• Sector strategy on supply of ECD teachers</li> <li>• Funding of ECD practitioners/ Teachers</li> <li>• Monitoring of PED training</li> </ul>

Activities	Indicators	Baseline	Targets (May 2019 unless stated)	DBE planned activities towards achievement of MTSF targets
Implement assessment system for Gr R quality and impact on school readiness	Percentage of Gr 1 entrants who attended Gr R that are school ready	Not available	75%	<ul style="list-style-type: none"> <li>• Development of Assessment system for Grade 12</li> <li>• N&amp;S for assessment</li> <li>• QA of assessment</li> <li>• Moderation requirements/ criteria</li> <li>• Monitoring</li> </ul>
Option analysis, policy development & planning for a second year of ECD prior to Grade R	Policy, detailed plans & strategies developed by June 2018 & critical preparatory strategies launched	Not relevant	Required documents & approaches in place by June 2018)	<ul style="list-style-type: none"> <li>• Development of Policy on the 2 year programme</li> <li>• Plans/ collaboration with the DSD</li> <li>• Monitoring the implementation</li> </ul>
Appropriate school leadership (principals): Goal 21	Proportion of principals appointed based on competency assessment processes	New indicator	100%	<ul style="list-style-type: none"> <li>• Minimum requirements for Principals' functions</li> <li>• Development of the competency assessment system</li> <li>• M&amp;E system during appointments</li> </ul>
	Proportion of principals who have signed performance agreements	New indicator	75%	<ul style="list-style-type: none"> <li>• Develop a principals' Performance Agreement system</li> <li>• Development of the Instrument</li> <li>• Monitoring PED implementation</li> <li>• Emplementation and reporting by PED's</li> </ul>
Instructional leadership : Goal 18	Percentage of learners who complete the whole curriculum	60%	75%	<ul style="list-style-type: none"> <li>• Curriculum coverage system/policy</li> <li>• DBE CAPS guidelines on monitoring completion of syllabi</li> <li>• Practical tools to be used</li> <li>• Actual monitoring activities by DBE</li> </ul>

Activities	Indicators	Baseline	Targets (May 2019 unless stated)	DBE planned activities towards achievement of MTSF targets
Implement a strategy to strengthen school management: Goal 21	Percentage of schools producing a minimum set of management documents at a required standard	52%	100%	<ul style="list-style-type: none"> <li>• DBE guidelines on standard management documents for schools</li> <li>• School Monitoring Survey &amp; basic Inspection by external fieldworkers</li> <li>• Monitoring PED processes and activities</li> </ul>
	Percentage of schools where school governing body meets minimum criteria in terms of effectiveness: Goal 22	70%	90%	<ul style="list-style-type: none"> <li>• National criteria (N&amp;S) on SGB functions</li> <li>• Monitoring by DBE</li> </ul>
	Percentage of learners in schools that are funded at a minimum level: Goal 23	New indicator	100%	<ul style="list-style-type: none"> <li>• DBE sets/revises the Funding Norms on the non-personnel allocation for schools</li> <li>• Publishing of Norms</li> <li>• Monitoring of implementation</li> </ul>
	Percentage of schools with full set of financial management responsibilities on the basis of assessment	New indicator	95%	<ul style="list-style-type: none"> <li>• DBE Policy emphasis on the Norms on financial responsibilities</li> <li>• Publishing of Norms</li> <li>• Monitoring of implementation by PEDs</li> </ul>
Improve school management and information system:	School satisfaction rate with SASams	New indicator	Monitoring approach finalised in 2014 and first data by 2015	<ul style="list-style-type: none"> <li>• DBE activities on assessing the level of satisfaction (SMS)</li> <li>• Monitoring PED activities on use of SA-SAMS</li> </ul>
	LURITS provides key system data for monitoring, especially tracking learner movements, progress and completion	New indicator	Statistical equivalence of Lurits and School Census data for 2015 school year. Analysis of learner progress by 2016	<ul style="list-style-type: none"> <li>• DBE system for tracking in place</li> </ul>

Activities	Indicators	Baseline	Targets (May 2019 unless stated)	DBE planned activities towards achievement of MTSF targets
Provincial district strategy and monitoring implemented: Goal 27	Percentage of schools visited at least twice a year by district officials for monitoring and support purposes	88%	100%	<ul style="list-style-type: none"> <li>National Norms on the quantity of direct interactions with schools</li> </ul>
	Percentage of school principals rating the support services of districts as being satisfactory	50%	75%	<ul style="list-style-type: none"> <li>Policy on functions and responsibilities of districts</li> <li>National Norms on the quantity of direct interactions with districts</li> </ul>
	Competency of district managers assessed against criteria (developed below)	New standard & indicator	100%	<ul style="list-style-type: none"> <li>DBE develops a criteria for District Managers' assessment</li> <li>Development of the assessment instruments</li> <li>Monitors the implementation by PED's</li> </ul>
All components of post-provisioning policy and regulations revised	Complete and consistent post-provisioning policy and regulations in place & proceed with implementation and monitoring.	New indicator	Policy complete & monitoring of implementation proceeding	<ul style="list-style-type: none"> <li>Development/ Revision of a Post Provisioning policy</li> <li>Monitoring policy implementation</li> </ul>
	Clear roles and functions for district offices and minimum competencies for district officials	New indicator	Competency framework in place	<ul style="list-style-type: none"> <li>DBE develops the competency framework for District officials</li> <li>DBE develops Job profiles</li> <li>Monitoring of PEDs</li> </ul>

Activities	Indicators	Baseline	Targets (May 2019 unless stated)	DBE planned activities towards achievement of MTSF targets
Ensure support , monitoring and learning from collaborations and partnerships with the independent and voluntary sector	Number and percentage of districts in which statistically significant improvements in ANA performance associated with NECT interventions	No baseline: new indicator		<ul style="list-style-type: none"> <li>• Set up the National Education Council</li> <li>• Outline NECT activities to be performed</li> <li>• Develop a flexible plan for district support</li> </ul>
	Key innovations identified for incorporating in broader school system on the basis of impact of NECT.	No baseline: new indicator		<ul style="list-style-type: none"> <li>• Specify the innovations proposed yearly</li> </ul>
	Number of NECT activities implemented (8 districts interventions on track, innovative interventions; education dialogues)	No baseline: new indicator		<ul style="list-style-type: none"> <li>• Monitor the planned NECT activities</li> </ul>

## 5. Non-negotiables

### 5.1 Non-negotiables for joint sectoral planning

The new term for the DBE needed some turnaround in order to fast-track service delivery. The Minister's assessment of the past five years revealed the need to pay focused attention to some areas of services being offered for the new MTSF period. The Minister, therefore, pronounced that the services listed below be treated as non-negotiables for the new five-year term. They form part of the key deliverables that will find expression in the DBE plans and in provincial plans in order to fast-track some of the key imperatives of government in the basic education sector. The critical thing implied is that they should be placed on the radar at all times to make sure these objectives are met as a matter of fact, and that funding must be sought from within the existing programmes and through other means for implementation. It is important to note that all these non-negotiables are directly linked to MTSF priorities for the sector. The non-negotiables are detailed below.

#### 5.1.1 Learning and teaching support materials

*MTSF output 2: Improved quality of teaching and learning through the provision of infrastructure and learning materials*

The Department has made great strides in the last term to augment the provisioning of textbooks to learners through the development and distribution of workbooks throughout South African schools. This has assisted a great deal with the implementation of the then new curriculum, CAPS. Focus in the new term is on the following:

- To provide core textbooks per learner, per subject and per grade.
- The need to centralise procurement of LTSM in order to gain from economies of scale for provinces.
- The development and strengthening of norms and standards for retrieval of textbooks at school level.
- Agreement on use of workbooks across the sector.
- Limiting titles and price caps to improve value for money and efficiency.

#### 5.1.2 Infrastructure

*MTSF output 2: Improved quality of teaching and learning through the provision of infrastructure and learning materials*

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

- Reducing inappropriate school structures by constructing new ones and maintaining existing ones.
- Prioritising the provisioning of basic services to schools (water, sanitation and electricity).
- Implementation and adherence to the infrastructure norms and standards in all new projects (which makes some projects a little more expensive than before).
- Progressive maintenance and provisioning of school furniture for each learner.
- Finding alternative funding methods for other school infrastructure projects.

### 5.1.3 Districts

*MTSF output 5: A credible, outcomes-focused planning and accountability system (building the capacity of the state to intervene and support quality education)*

District management improvement is one of the critical focal points, especially in terms of support offered to schools, and strengthened monitoring of the curriculum at school level to turn around learner performance. This calls for better provincial-district coordination in the following respects:

- Making sure that norms and standards for interaction between the provincial offices and districts, and between districts and schools, are set. These norms would guide the operations of all 82 districts.
- Improving districts' operations in terms of staff capacity, planning, monitoring and evaluation, curriculum oversight and HR management operations in order to bring about the desired change in schools.
- Implementation of performance management systems and whole-school evaluation policies.
- Improving schools' capacity in terms of curriculum monitoring, oversight roles of principals and school management teams, and making sure that all principals are competent in their management functions.
- Heightened participation of the community through school governing bodies (SGBs) and parents.
- Strengthening appointment of principals and possible signing of performance contracts or work plans by school management teams.
- Management and leadership training to enhance skills that will enable all managers to be competent in performing their core duties.

### 5.1.4 Teachers' placement, deployment and development

*MTSF output 1: Improved quality of teaching and learning through the development, supply and effective utilisation of teachers*

- The introduction of African languages is a reality that has begun with a pilot process already underway in a number of schools, and full implementation of this initiative in 2016 demands for sufficient language teachers. Strengthening and expanding pre-Grade R and Grade R necessitates better training of ECD practitioners to improve the quality of ECD services. Better and complete placement of Funza Lushaka graduates needs to be strengthened in all provinces.
- Implementation of a teacher development framework includes making sure that content-related training is offered to teachers on an ongoing basis. This could be partly based on ANA diagnostic reports.
- Teacher recruitment, deployment and utilisation through the post-provisioning policy to address issues of large classes and of filling vacant posts where there is a need.
- Attracting young educators into the system has become a necessity in realisation of the aging teacher profile. Programmes such as Funza Lushaka need to be strengthened at provincial level by ensuring that all Funza Lushaka bursary holders are absorbed.
- Grade R expansion in schools necessitates a fast-tracked development of Grade R educators/practitioners to meet the requirements of the Foundation Phase teaching. Currently, provinces are training at different levels in terms of the NQF. Increased remuneration of ECD teachers will soon put a strain on provincial personnel budgets.

### 5.1.5 Information communication technology

*MTSF output 1: Improved quality of teaching and learning through the development, supply and effective utilisation of teachers*

*MTSF output 2: Improved quality of teaching and learning through the provision of infrastructure and learning materials*

The greatest concern is that the rollout of ICT in schools has not been implemented with the expediency it deserves in the last ten years. Schools are faced with children who have been born in an era of advanced technology, and it makes sense for the sector to provide education that conforms to these developments. Access to ICT resources is no longer a nice-to-have but an urgent requirement for advancing teaching and learning.

- Providing teachers with ICT infrastructure, e.g. laptops, a project that has not been successful in the past term due to the modalities of funding these laptops. Therefore, this needs to be resuscitated with some sense of urgency, and funding is critical.
- Ensuring that teacher resource centres in all provinces have ICT programmes for the professional development of teachers, exposing them to the use of technology in the classroom.

### 5.1.6 Kha Ri Gude

*MTSF output 1: Improved quality of teaching and learning through the development, supply and effective utilisation of teachers*

This is a mass literacy campaign that aims to reach South African illiterate adults by offering basic literacy and numeracy, Kha Ri Gude is one of the flagship programmes of the sector which has been increasing access to literacy over the last five years. Because of the nature of its coverage and target clients, it has been inundated with implementation challenges that need to be improved, especially monitoring and evaluation, to make sure that its intended purpose is achieved. This programme can also be utilised to focus on youth employment at a local level, contributing positively to economic empowerment of the youth.

### 5.1.7 Library services

*MTSF output 2: Improved quality of teaching and learning through the provision of infrastructure and learning materials*

The majority of South African schools still do not have proper infrastructure for the provision of library services to support curriculum implementation. This new term will focus on improving this service with a focus on reading and heightened library resourcing in schools. Madiba Day focus seeks to mobilise citizens to participate in promoting reading through the donation of reading materials for younger children. Extra funding is needed; hence it is critical to explore other avenues and partnerships for the provisioning of libraries and library books in order to lessen the burden on infrastructure funding and book supply.

### 5.1.8 Rural focus

*MTSF output 1: Improved quality of teaching and learning through the development, supply and effective utilisation of teachers*

Rural and non-viable schools are still existent in the education sector, and a number of programmes must be closely monitored to make sure that learners affected by this setup are not disadvantaged in the provisioning of quality education. Hence, multi-grade teaching needs to continue and be supported through specific and appropriate training of teachers to improve their technical skills. Small and farm high schools, where possible, need to be merged and provided with facilities

such as hostels. In the absence of hostels, learner transport must be provided, working in collaboration with the provincial departments of transport.

### 5.1.9 Curriculum

*MTSF output 1: Improved quality of teaching and learning through the development, supply and effective utilisation of teachers*

*MTSF output 3: Regular annual national assessments to track improvements in the quality of teaching and learning*

*MTSF output 4: Improved Grade R and planning for extension of ECD*

The implementation of CAPS is continuing after its successful implementation in the last five-year period. The following areas mark some of the critical areas of focus:

- **Early Childhood Development:** The focus is on improving the quality of the current Grade R by strengthening the provisioning of Grade R workbooks in all schools, and making sure that Grade R incorporation in public schools reaches 100%. Secondly, there is a need to prepare for the implementation of the two-year pre-Grade 1 programme.
- **Maths Science and Technology:** Participation in these gateway subjects has been a focus in some schools in the last few years. The thrust will be in making sure that all schools offer Mathematics as a subject, and that learners doing Mathematics Literacy is reduced significantly, in order to offer learners a chance in their future careers. Progression has to be improved from grade to grade, and performance be strengthened from lower levels to ensure a better success rate in the National Senior Certificate. Technical subjects are to be supported through recapitalised technical secondary schools. There is an urgent need to identify schools that do not offer MST, carefully boosting needy schools with potential, and redirecting grants.
- **Incremental Introduction of African Language:** This should be seen as a social cohesion issue and a curriculum intervention initiative. In this 5 year term, all schools will incrementally introduce an African language, starting with the pilot that commenced in the 2014 and 2015 academic years.
- **Improving ANAs for learning to ensure quality and efficiency in academic achievement:** The focus for these five years is on using ANAs to drive classroom performance and learner attainment at all levels, not just in Grades 3, 6 and 9. This standardised testing should assist classroom accountability at school level, but it must also drive districts monitoring and evaluation processes. At another level, ANA testing needs to be improved in terms of the quality of questions – to make sure the system is rigorous and scientific in order to ensure system performance can be effectively tracked.

### 5.1.10 Partnerships and social mobilisation

*MTSF output 6: Partnerships for a strong education system*

Partnerships in education delivery are critical to close the gaps that cannot be met due to either financial or capacity constraints, and this can be achieved through the following:

- Strengthening partnerships with other stakeholders to improve the delivery of education through collaborations. The establishment of the NECT involves all stakeholders to create a strategic dialogue in education and expand collaboration and partnerships to improve the quality of basic education.
- Utilisation of inter-departmental collaborations to deliver support programmes on social cohesion, learner wellbeing and safety.
- Programmes such as deworming are being introduced to consolidate the nutrition programme. On learner wellbeing, health promotion activities continue, and the introduction of TB testing is anticipated with a possibility of introducing a grant for the programme.
- Promotion of active citizenry.

## 6. SITUATIONAL ANALYSIS: KEY ISSUES IN THE DELIVERY ENVIRONMENT

### 6.1 Access to education

The SASSA, 1996 requires parents to ensure that their children attend school from the first school day of the year in which they turn 7, until the last school day of the year in which they turn 15, or the end of Grade 9, whichever comes first. In 2012, the Stats SA General Household Survey findings show that 98.8% of 7- to 15-year-old children were attending educational institutions. According to household surveys run by Stats SA, there were 236 811 fewer children (as a whole) who were out of school in our country in 2012 than in 2002. In 2012, approximately 548 776 children aged 7 to 18 were not attending any education institution, of which the majority (4 in 5) were in the 16 to 18 age group; and 1 in 5 were disabled. While there has been improvement in access, there is a small gap (1.2%) that still needs to be bridged to ensure that all children have access to compulsory basic education. The greatest current challenge is to ensure that the approximately 15% of South African children who do not complete Grade 9 do so, and improving retention rates for learners in the FET band (Grades 10 to 12).

### 6.2 Contribution to the South African economy

The South African economy relies heavily on the availability of human capital; and the education sector is looked upon as the centre from which skills should be attained in key subjects that drive the development of a healthy economy. There is a need for the sector to improve the learning outcomes; especially because by 2010/11 expenditure by the DBE amounted to R165 billion, which equalled 6.0% of GDP and 19.5% of consolidated general government spending. In nominal terms, education spending more than tripled from 2000/01 to 2010/11. The current situation is that the quality of education for black children is still largely poor, meaning employment, earning potential and career mobility is reduced for these learners. This in itself limits the growth of the South African economy; hence there is pressure on the factor to turn around this status quo.

Deriving from the Minister of Finance's budget policy statement in 2013, the context of delivery is one characterized by fiscal and other constraints. The global economic crisis that began five years ago has been more severe and persistent than anyone could have foreseen. But world economic growth is forecast to strengthen next year.

The economy has continued to grow at a moderate pace, reflecting global and domestic factors, but it will still be necessary to enable growth and structural reforms over the medium term.

#### 6.2.1 Partnerships in education delivery

We can only implement the transformational reforms with a clear plan and a determination to act with urgency. The NDP provides a platform for building new national partnerships that involve government, the private sector, labour and civil society.

We have begun implementing the NDP and, in response, have established the NECT, which is a joint partnership of business, government and civil society to work on a whole-district developmental approach to the schooling system.

#### 6.2.2 Building an efficient state

Initiatives are already underway to strengthen infrastructure planning and implementation, to attack inefficiency, waste and fraud, and to strengthen public procurement. Cost containment measures were announced and implemented in December 2013 by the Minister of Finance to limit elements of the recurring spending in the public sector. Government has maintained a strong commitment to support the economy, enhance the social wage, and protect the poorest and most vulnerable in general and in the schooling system in particular.

Accountability for what is done, how it is done, and the quality of learning outcomes is paramount to the basic education system. With the large interventions introduced in the last five years (CAPS, ANA, workbooks and infrastructure), the focus will be on how these are translated into improvements in classrooms and in schools across our country – particularly those that serve the poorest of our learners. Everything that happens in the basic education system will be related to shifting the system in support of the sector plan.

### 6.2.3 Benchmarking learner performance: participation in international assessments

Since 1994, the DBE has been committed to participating in international testing programmes such as Trends in Mathematics and Science Studies (TIMSS), Progress in Reading and Literacy Study (PIRLS) and the Southern Africa Consortium for Monitoring Educational Quality. In fact, it is a commitment by the Department which lies behind the realisation among policymakers around 2005 that we needed to change our strategies fundamentally if we were to achieve quality schooling for all.

South Africa participates in international assessments in order to benchmark learner performance. South Africa's country report on the results of PIRLS and TIMSS was released in December 2012. The PIRLS reported on the performance of Grade 4 and 5 learners in literacy, while the TIMSS study reported performance in Mathematics and Science in Grade 9. The TIMSS showed that South Africa improved by 50% more than the average expected improvement over a four-year period. The PIRLS showed that the baseline performance at Grade 4 level was fairly low and lower than the performance of other countries in the same category, particularly in indigenous languages.

### 6.2.4 School infrastructure development

School infrastructure should provide a safe environment for effective teaching and learning. While funding has been made available to deal with school infrastructure backlogs, provincial education departments have not been able to drive school infrastructure projects with the anticipated momentum. Capacity, market and provider constraints have been cited as the main challenges in the provisioning of infrastructure. The Presidential Infrastructure Coordinating Commission, announced by the President in his 2012 State of the Nation Address, as well as the appointment of implementing agencies in different provinces, will improve delivery and provision of school infrastructure. The Department will continue to eradicate mud and unsafe school structures through the ASIDI project to bring about dignity in education. Recruitment of qualified personnel with built-environment expertise in the provinces is expected to add impetus to the planning and delivery of infrastructure.

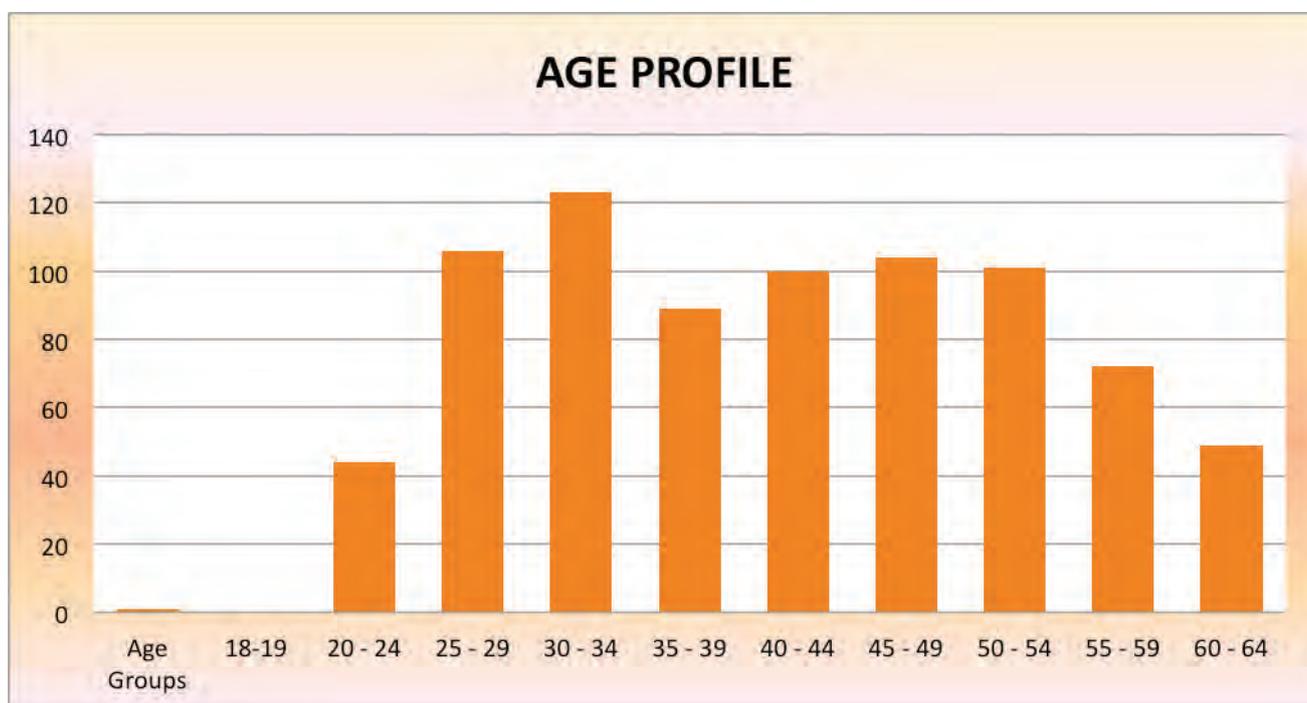
## 7. ORGANISATIONAL ENVIRONMENT

### 7.1 Structure of the institution

The DBE has a fluid structure, which evolves and changes as the needs dictate. In the last two years, due to pressure emanating from poorly managed provinces and the lack of accountability systems in certain pockets of our system, certain critical adjustments were made to ensure that there is accountability and monitoring of provinces, schools and districts. The scenario of managing concurrent functions with provincial education departments does not make the oversight role of the national department any easier; hence the need to set a branch district coordination, monitoring and support function that would be responsible for this oversight role so that provincial and district performance matters are kept on the radar.

The DBE has completed its reconfiguration process after the split of the Department of Education into the Department of Basic Education and the Department of Higher Education and Training. This reconfiguration of the Department has helped it to meet its strategic intent, especially as far as Action Plan to 2014 is concerned. The organisational structure of the DBE is being reviewed constantly to meet the challenges it is facing, particularly in connection with the infrastructure demands of the sector. The Department has moved expeditiously towards filling all vacant posts as a result of the restructuring process. As at the end of June 2014 the vacancy rate stood at below 2%. A bulk advertisement will go out to fill all vacancies, thereby bolstering capacity in the DBE.

Capacity has also been developed through the workplace skills plan and the personal development plans of officials in the DBE. Training interventions for employees were informed by the Department's performance management outcomes, as well as the demands of the Action Plan to 2014. Furthermore, in response to natural attrition at middle and senior management (SMS) team levels, the Department has put in place a development plan to address the issues related to career-pathing and succession planning. To this end, the DBE sends over 250 officials a year to attend courses for professional and personal development. The DBE has established a dedicated unit that is responsible for coordinating all health and wellness matters in the Department. The unit has secured the services of an on-site doctor to assist officials.



The age profile of employees reveals that the majority of the employees in the DBE fall in the age category 30 to 54. There are 49 employees in the category 60 to 64. This constitutes 6.2% of staff who will be retiring shortly. This figure does not pose any risk to the DBE in terms of losing critical skills.

## 7.2 The DBE's oversight role and responsibility to provinces

The past term has seen the DBE having to implement section 100(1)(b) in two provinces due to concurrent functions that were not clearly managed. For this term, introspection has been done to avoid a repeat of this. 2013 provided an opportunity to focus on the service delivery oversight role of the Department in respect of key functions such as LTSM provisioning, gradient helpdesk functions and district reporting processes. The Department improved accountability in the system through current engagement structures with the provinces and districts. The Department has finalised areas for reporting in order to guide the sector towards the reporting requirements expected by government oversight bodies and departments. Working closely with provinces has enabled the DBE to assess management at classroom, school, district and provincial levels. This engagement will continue in the 2015 to 2020 period to heighten accountability at all levels of the system. A more deliberate effort will be made to strengthen the DBE's capacity to monitor and support provincial departments.

## 7.3 Alleviation of provincial budget pressures

The main challenge with most provincial budgets is the considerable size of the budget for the compensation of employees. This exerts pressure on non-personnel expenditure. Support will be given to provinces for budget monitoring and proper administration of post-provisioning norms to ensure that budget and system controls are in place, which give early warning signs of over-expenditure and under-expenditure. A diagnostic assessment will be carried out in a sample of districts to formalise solutions to some longstanding challenges regarding teacher provisioning. Support will be offered through the conditional grant system outside of the provinces' allocations to ensure that sector priorities are implemented.

# 8. DESCRIPTION OF THE STRATEGIC PLANNING PROCESS

The development of this strategic plan started with the unpacking of the NDP in 2013, wherein the priorities of the NDP were contextualised for the sector. The issues raised in the NDP have always been sector priorities in that they came directly from the Action Plan to 2019. For the coming five-year term, however, the sector plan has been extended to 2030 to be in line with the NDP term. As a result, the same NDP priorities have been utilised in the drafting of the sector chapter in the 2014 MTSF. The MTFS activity and targets form the delivery agreement of the Minister for this 5 year term.

Internally, in order to align all activities with the NDP, the Department has undergone an intense process of developing branch operational plans. From these plans, key objectives and activities have been elevated to inform the development of the 2015/16 APP.

Consultation with PEDs was done using the HEDCOM Subcommittee on Planning, Monitoring and Evaluation. The first and second drafts were submitted to National Treasury and the Department of Performance Monitoring and Evaluation for comments and to check alignment to the NDP and MTSF. The plans have also been subjected to scrutiny by external auditors, and feedback from National Treasury, DPME and the Auditor General have been utilised in the finalisation of DBE plans.

## PART B: STRATEGIC OBJECTIVES

### 9. STRATEGIC OUTCOME-ORIENTED GOALS OF THE INSTITUTION

These goals are based on the NDP and on the MTSF sub-outputs, except for goal 1, which is for Programme 1 (Administration).

1. Effective and efficient governance and management support.
2. Effective curriculum implementation and support.
3. Improved teacher supply and capacity.
4. Effective systems for planning, information, assessment and district support.
5. Expanded implementation of social cohesion and learner wellness programmes.

Strategic outcome-oriented goal 1	Effective and efficient governance and management support
<b>Goal statement</b>	Effectiveness of administration, governance and management systems to support institutional performance in critical areas for efficiency

Strategic outcome-oriented goal 2	Effective curriculum implementation and support
<b>Goal statement</b>	The implementation of CAPS will be supported through <ul style="list-style-type: none"> <li>• strengthening the ECD programme in the Foundation Phase</li> <li>• development and supply of LTSM</li> <li>• providing requisite skills to teachers that deal with multi-grade schools</li> </ul>

Strategic outcome-oriented goal 3	Improved teacher supply and capacity
<b>Goal statement</b>	Improved human resource development through active recruitment, deployment and development in support of curriculum provisioning and coverage

Strategic outcome-oriented goal 4	Effective systems for planning, information, assessment and district support
<b>Goal statement</b>	Sector systems will be improved in the following areas: <ul style="list-style-type: none"> <li>• administration and use of ANA results in identifying schools needing support</li> <li>• utilisation of information systems in the sector</li> <li>• targeted provision of basic infrastructure to schools</li> <li>• improvement of district systems with respect to school support</li> </ul> <p>Increased accountability for improved teaching and learning requires districts to understand their role in improving learning outcomes in the basic education sector</p>

Strategic outcome-oriented goal 5	Expanded implementation of social cohesion and learner wellness programmes
<b>Goal statement</b>	Utilisation of inter-departmental collaborations and other partnerships to deliver support programmes on social cohesion, learner wellbeing and safety

## 9.1 Programme 1: Administration

**Programme purpose:** To manage the Department and provide strategic and administrative support services

**Subprogrammes:** Ministry; Department Management; Corporate Services; Office of the Chief Financial Officer; Internal Audit and Risk Management; and Office Accommodation.

The Programme: Administration is responsible for managing the Department through the provision of strategic and administrative support services. The programme contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning. As part of the work of the Department, vacancy management, HR development and performance management intervention have been prioritised to increase the efficiency and capacity of the Department to deliver on its mandate. The indicators in this programme are fundamentally directed towards performance improvement and development, compliance, accountability and sound financial management systems. These indicators are linked to the Department's strategic objective of **improved capacity of the Department of Basic Education**, both in terms of delivery of service to the public and professional development of the staff. The activities of the programme support the Action Plan to 2019 and cut across all the goals.

### 9.1.1 Strategic objectives

- To improve the capacity of the DBE

#### Strategic goal 1: Effective and efficient governance and management support

Strategic objective	1.1 To improve the capacity of the DBE
Objective statement	To improve administrative and governance services (Finance, HR, Internal Audit) in the Department in order to support the delivery of education and to strengthen compliance and accountability
Strategic Indicator	1.1.1 Percentage of MPAT scores at level 3 and 4
Five year Target	85%

### 9.1.2 Resource considerations

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

The Department has a funded establishment of 797 posts. In order to enable the Department to fulfil the enhanced mandates of the education sector, it has embarked on a process of reconfiguring the organisational structure with the intention to provide for the expansion of the priorities, such as infrastructure development, curriculum enhancement (MST and literacy), teacher development and LTSM. The Department will attempt to use its current personnel budget to cover the cost of the expansion.

### 9.1.3 Risk management

No.	Strategic risk	Description of risk	Mitigating measures
1.	Under-/ overspending of the DBE budget	Poor financial management, planning, and setting of unrealistic targets	In-year monitoring of the budget is conducted and consistent follow-ups are made with business units to obtain reasons for under-/ overspending and the remedial measures thereof.
2.	Financial statements issued with material misstatements	Inaccurate information provided to the compiler of the financial statements	Information to be provided to the compiler in a standard template supplemented by adequate source documents.

## 9.2 Programme 2: Curriculum policy, support and monitoring

**Programme purpose:** To develop curriculum and assessment policies and monitor and support their implementation

**Subprogrammes:** Programme Management: Curriculum Policy, Support and Monitoring; Curriculum Implementation and Monitoring; Kha Ri Gude Mass Literacy Campaign; and Curriculum and Quality Enhancement Programme

The Programme: Curriculum Policy, Support and Monitoring is the primary vehicle for ensuring quality delivery of the curriculum in the basic education sector. The indicators in this programme are intended towards improving learner performance as captured in the Action Plan to 2014. The programme contributes to the following sector goals on learner performance:

Action plan goals on learner performance	
Goal 1 ▶	Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.
Goal 2 ▶	Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6.
Goal 3 ▶	Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.
Goal 4 ▶	Increase the number of Grade 12 learners who become eligible for a Bachelors' programme at a university.
Goal 5 ▶	Increase the number of Grade 12 learners who pass Mathematics.
Goal 6 ▶	Increase the number of Grade 12 learners who pass Physical Science.
Goal 7 ▶	Improve the average performance of Grade 6 learners in languages.
Goal 8 ▶	Improve the average performance of Grade 6 learners in Mathematics.
Goal 9 ▶	Improve the average performance of Grade 8 learners in Mathematics.
Goal 12 ▶	Improve the grade promotion of learners through Grades 1 to 9.
Goal 26 ▶	Increase the number of schools that effectively implement an inclusive education policy and have access to centres that offer specialist services.

### 9.2.1 Strategic objectives

- To improve the quality of ECD
- To increase the supply of high-quality learning materials
- To improve curriculum implementation in multi-grade schools

## Strategic goal 2: Effective curriculum implementation and support

<b>Strategic objective</b>	<b>2.1 Improve the quality of ECD</b>
<b>Objective statement</b>	To improve access to Grade R, through the supply of learning materials and improving the quality of Grade R educators
<b>Strategic Indicator</b>	2.1.1 Percentage of Grade 1 learners who have attended Grade R.
<b>Five Year Target</b>	100%

<b>Strategic objective</b>	<b>2.2 Increase the supply of high-quality learning materials</b>
<b>Objective statement</b>	To develop and distribute workbooks for learners in all provinces in order to augment provincial supply of textbooks
<b>Strategic Indicator</b>	2.2.1 Percentage of learners supplied with workbooks.
<b>Five Year Target</b>	100% Grade 1 to 9

<b>Strategic objective</b>	<b>2.3 Increase learner completion rates</b>
<b>Objective statement</b>	To provide high-quality basic education that will increase the completion rates
<b>Strategic Indicators</b>	2.3.1 Percentage of learners completing the Kha Ri Gude programme 2.3.2 Percentage of learners who obtain a NSC
<b>Five year Targets</b>	85% 82%

<b>Strategic objective</b>	<b>2.4 Improve curriculum implementation in multi-grade schools</b>
<b>Objective statement</b>	To make sure that learners in multi-grade schools receive quality teaching through well-equipped teachers
<b>Strategic Indicator</b>	2.4.1 An impact evaluation on multi-grade teacher training is conducted
<b>Five Year Target</b>	Impact evaluation report published

### 9.2.2 Resource considerations

The spending focus over the MTEF period will be on improving curriculum delivery, particularly through ensuring access to high-quality learner and teacher support materials. Workbooks will be printed and distributed in volumes 1 and 2 to 23 562 public schools. The key focus subjects will be Numeracy/Mathematics, Literacy/Language, English First Additional Language and Life Skills. Over this period the Department will continue providing Braille workbooks for learners with visual impairment in 22 special schools.

The spending on the Kha Ri Gude Literacy Project subprogramme increased between 2010/11 and 2014/15, mainly due to additional allocations for the project through the introduction of the Expanded Public Works incentive grant in 2011/12. As additional funds could be accessed through this grant if specified job opportunity targets for volunteer facilitators are met, expenditure on goods and services over this period was increased and is expected to have the same effect in 2015/16. With an allocation of R1,4 billion over the medium term, this project has, at the end of 2013/14, helped 3,4 million adults to become numerate and literate in one of the 11 official languages. As the project expects to reach the initial target of 4,7 million over the medium term (2017), it will begin to wind down.

The Department reconfigured the Dinaledi schools and technical schools recapitalisation conditional grants into one grant that will be known as the MST conditional grant. Over the 2015 MTEF, the grant will focus on strengthening the implementation of the NDP and the Action Plan to 2019 by increasing the number of learners taking MST as subjects and improving the pass rate.

The MST conditional grant has been introduced to the provinces in 2015/16, with the total allocated budget amounting to R1,1 billion over the 2015 MTEF period (R352,2 million in 2015/16, R367,7 million in 2016/17 and R390,7 million in 2017/18). This allocation is taken from the technical secondary school recapitalisation grant (R771,4 million over MTEF) and Dinaledi school grant (R367 million over the MTEF).

For 2015 the grant will focus on providing resources in the form of ICT equipment, tools, workshop and laboratories equipment, machinery improving teacher capabilities and providing training, and the establishment and functioning of the dedicated MST directorate and institutes.

### 9.2.3 Risk management

No.	Strategic risk	Description of risk	Mitigating measures
1.	The delivery of workbooks and textbooks for all learners in all grades	Learners will lose the opportunity to interact with the workbooks, which could negatively affect learner performance.	Development of a national catalogue for textbooks and LTSM and implementation of central procurement of textbooks.

## 9.3 Programme 3: Teachers, education human resources and institutional development

**Programme purpose:** To promote accountability, quality teaching and institutional performance through the effective supply, development and utilisation of human resources

**Subprogrammes:** Programme Management: Teachers, Education Human Resources and Institutional Development; Education Human Resources Management; Education Human Resources Development; and Curriculum and Professional Development Unit

The Programme: Teachers, Education Human Resources and Institutional Development is responsible for promoting quality teaching and institutional performance through the effective supply, development and utilisation of human resources in the basic education sector. The work of the programme is strongly aligned with the imperatives of the basic education sector as captured in the Action Plan to 2019. The programme contributes to the following sector goals regarding teacher supply, development and utilisation:

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

### 9.3.1 Strategic objectives

- To improve the recruitment and placement of educators into the education system
- To improve the capacity of teachers through diagnostic testing and a quality management system
- To improve the monitoring of school effectiveness and accountability through individual performance and school governance

#### Strategic goal 3: Improved teacher supply and capacity

<b>Strategic objective</b>	<b>2.1 Improve the recruitment and placement of educators into the education system</b>
<b>Objective statement</b>	To actively recruit educators into the sector and place them according to schools' needs
<b>Strategic Indicator</b>	3.1.1 Improve the placement rate of Funza Lushaka bursary holders
<b>Five Year Target</b>	100% Placement

<b>Strategic objective</b>	<b>3.2 To improve the capacity of teachers through diagnostic testing and implementation of teacher development initiatives</b>
<b>Objective statement</b>	To develop a content diagnostic testing system for teachers and assess teacher accountability performance management processes in order to contribute positively to classroom practice
<b>Strategic Indicator</b>	3.2.1 The average hours per year spent by teachers on professional development activities
<b>Five Year Target</b>	70 hours

<b>Strategic objective</b>	<b>3.3 Improve monitoring of school effectiveness and through individual performance and school governance</b>
<b>Objective statement</b>	To support districts in order to provide meaningful support the effective management of schools
<b>Strategic Indicator</b>	3.3.1 Percentage of schools producing a minimum set of management documents at a required standard
<b>Five Year Targets</b>	100%

### 9.3.2 Resource considerations

To ensure that adequate supply of qualified recruits to the education system continues, the Department offers Funza Lushaka bursaries to prospective teachers. The bursaries are provided through the National Student Financial Aid Scheme (NSFAS). The scheme aims to address the shortage of teachers in specific areas, such as MST. The number of bursaries awarded in 2014 has dropped slightly from 14 512 in 2013 to 14 349. The cost of tuition fees, accommodation, including meals, at universities increases annually and this directly impacts the number of bursaries that can be awarded. In part this is offset by the increased funding received from National Treasury.

The MTEF indicates that the available funds for disbursement to the NSFAS for Funza Lushaka bursaries in the 2015/16 financial year will be R991,1 million. While this is an increase in the amount available, the actual number of additional bursaries that can be awarded will be offset by the expected increase in university fees. The current estimates are that a total of 13 000 bursaries will be awarded in 2015. The Funza Lushaka bursary scheme has been allocated a budget amounting to R3,1 billion over the MTEF period.

A key initiative that is in place to strengthen accountability and performance management systems, and in particular the quality of education, is the IQMS. The IQMS provides for the evaluation of school-based educators including SMT members (in terms of Collective Agreement 8 of 2003). The IQMS makes provision for the evaluation of principals by circuit managers, thereby entrenching accountability. It also allows for the identification of developmental needs of teachers, thereby preparing the grounds for professional development.

The IQMS has gradually expanded and strengthened since its inception in 2003. Its implementation has been closely monitored since the deployment of external IQMS moderators in 2008. In recent years, at least 8 000 schools per year are monitored on the implementation of the performance management system and support is provided to schools where necessary. The percentage of educators who were evaluated on their performance increased from 86% in 2010 to 96% in 2013.

### 9.3.3 Risk management

No.	Strategic risk	Description of risk	Mitigating measures
1.	Quality and data required for HR planning might not be available	Under-supply of human resources (teachers) and funding not sufficient	Improving the use of PERSAL data including PERSAL clean-up projects and making certain fields on PERSAL mandatory.
2.	Delay in reaching/signing of collective agreements on matters pertaining to conditions of service for educators	Compromises quality of teaching and learning in public schools	Funds should be available before signing collective agreements.
3.	Reports on monitoring the implementation of teacher performance management processes might not be available	Compromises accountability and support provided to teachers	External IQMS moderators to support the process

## 9.4 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

**Subprogrammes:** Programme Management: Planning, Information and Assessment; Information Management Systems; Financial and Physical Planning; National Assessments and Public Examinations; National Education Evaluation and Development Unit; and the Planning and Delivery Oversight Unit

The Programme: Planning, Information and Assessment is responsible for promoting quality and effective service delivery in the basic education system through planning, implementation and assessment. The indicators in this programme are fundamentally directed towards quality improvements, assessments and physical and financial planning as captured in the Action Plan to 2014. The programme contributes to the following sector goals:

#### Action plan goals on physical and financial planning

- Goal 23 ► Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.
- Goal 24 ► Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to come and teach.

### 9.4.1 Strategic objectives

- Administer, monitor and report on all standardised national assessments
- Provide schools with basic infrastructure to contribute towards quality learning
- Strengthen the capacity of district offices to support schools

#### Strategic goal 4: Effective systems for planning, information, assessment and district support

<b>Strategic objective</b>	<b>4.1 Administer, monitor and report on all standardised national assessments</b>
<b>Objective statement</b>	To strengthen the quality of ANA to ensure that schools use ANA results for improvement in teaching and learning (eventually the quality of NSC results will also be improved)
<b>Strategic Indicator</b>	4.1.1 NSC and ANA results published in Various Reports
<b>Five Year Target</b>	3 ANA Reports 4 NSC Reports

<b>Strategic objective</b>	<b>4.2 Provide schools with basic infrastructure to contribute towards quality learning</b>
<b>Objective statement</b>	To provide infrastructure to schools to enhance the conditions under which learners are taught
<b>Strategic Indicator</b>	4.2.1 Percentage of schools provided with Water, Sanitation, Electricity and inappropriate structures eradicated
<b>Five Year Target</b>	100%

<b>Strategic objective</b>	<b>4.3 Strengthen the utilisation of information systems available in schools for management purpose</b>
<b>Objective statement</b>	To promote the functionality of schools through institutionalisation of good administrative and management systems (All efforts are to be geared towards improving accountability from practices in the classroom to administrative practices for better learner attainment.)
<b>Strategic Indicator</b>	4.3.1 Percentage of public schools that use the schools administration and management systems to electronically provide data to the national learner tracking system
<b>Five Year Target</b>	100%

<b>Strategic objective</b>	<b>4.4 Strengthen the capacity of district offices to support schools</b>
<b>Objective statement</b>	To offer targeted support to officials in targeted under-performing districts in order to strengthen their capacity to support and monitor schools
<b>Strategic Indicator</b>	4.4.1 Percentage of schools visited at least twice a year by district officials for monitoring and support purposes
<b>Five Year Target</b>	100%

## 9.4.2 Resource considerations

The spending focus over the medium term will be on the delivery of school infrastructure to meet the minimum basic school infrastructure norms and standards, as laid out by government by 2016/17. The bulk of expenditure in this programme is therefore on the education infrastructure grant and school infrastructure backlogs grant in the School Infrastructure subprogramme. A significant amount is also spent in the National Assessments and Public Examinations subprogramme. The spending in the rest of the programme is mainly on developing systems and procedures to support and maintain the integrated education management systems over the MTEF period through the Financial Planning, Information and Management Systems subprogramme.

The increased spending on travel and subsistence over the medium term is for the monitoring and oversight of the delivery of school infrastructure in the School Infrastructure subprogramme. Spending on this item also grew due to increased activity in the National Education Evaluation Unit subprogramme.

With regard to infrastructure funding, R29,3 billion is allocated to this grant over the MTEF period through the education infrastructure grant and the accelerated school infrastructure backlogs grant. These grants account for the bulk of spending increases over the medium term, particularly spending on Programme 4: Planning, Information and Assessment to further accelerate the delivery and improvement of school infrastructure.

The education infrastructure grant is used to supplement the infrastructure programme in provinces in order to accelerate construction, maintenance, upgrading and rehabilitation of new and existing school infrastructure. The grant is also used to enhance capacity to deliver infrastructure projects in education.

The school infrastructure backlogs grant, which was introduced in 2011/12, has been allocated R7,4 billion over the MTEF period. This grant aims to eradicate and replace schools built with inappropriate material such as mud schools and other unsafe structures. It also ensures that all schools have access to basic services such as water, sanitation and electricity. Through the school infrastructure backlogs indirect grant, of the 150 school targeted, 92 schools were rolled out. To date 82 schools have been completed, 270 schools received water, 275 schools received electricity and 289 schools received basic sanitation services for the first time.

The National Assessment and Public Examinations subprogramme promotes and administers national school assessments in Grades 1 to 6 and Grade 9, and public examinations in Grade 12, by setting and moderating all examination papers, moderating the Grade 12 Life Orientation school-based assessment at provincial and national levels, monitoring the examination writing processes in all provinces, and overseeing the ANAs.

The spending focus of this subprogramme is to set, print and moderate question papers for the NSC, Senior Certificate examinations and the ANAs, which accounts for the high proportion of expenditure on travel and subsistence for examiners and moderators, as well as on stationery and printing. The increase in the transfer to the Umalusi Council for Quality Assurance in General and Further Education and Training, reflected under transfers and subsidies to departmental agencies and accounts, is to ensure that the entity is fully funded to deliver its mandate.

### 9.4.3 Risk management

No.	Strategic risk	Description of risk	Mitigating measures
1.	The set ASIDI targets may not be met	Projected targets not met in time, resulting in low expenditure.	Joint Building Contracts Committee provisions to enforce performance. Agreements include provisions to enforce compliance.
2.	Examinations involve confidential material (certificates, question papers, etc.), which warrants high-level of security (access security for the examination personnel not in line with international standards)	Fraudulent material (certificates); leakage of question papers, etc.	Greater/improved control measures to be instituted.

## 9.5 Programme 5: Educational enrichment services

**Programme purpose:** to develop policies and programmes to improve the quality of learning in schools

**Subprogrammes:** Programme Management: Educational Enrichment Services; Partnerships in Education; Care and Support in Schools; and Grant Implementation, Monitoring and Reporting.

This programme is responsible for developing programmes and policies to improve the quality of learning in the basic education sector. Schools have an important role to play in promoting the overall wellbeing of learners because they contribute to better learning and also because physical and psychological health are important in the holistic development of learners. In this regard, schools are used as vehicles for promoting access to a range of public services for learners in areas such as health, poverty alleviation, psycho-social support, sport and culture as per the Action Plan to 2014. The programme contributes to the following sector goal:

Action plan goals on learner wellbeing	
Goal 25 ►	Use schools as vehicles for promoting access to a range of public services among learners in areas such as poverty alleviation, sport and culture.

### 9.5.1 Strategic objectives

- Promote co-curricular activities, social cohesion programmes and safe school environments for holistic development of learners to enhance their learning experience and maximise their performance
- Address **intrinsic** (physical, mental and health-related) and **societal** (poverty, violence, alcohol and drug use) barriers within a larger collaborative and multifaceted response towards the multiple barriers to learning faced by vulnerable children

**Strategic goal: Expanded implementation of social cohesion and learner wellness programmes**

<b>Strategic objective</b>	<b>5.1 Promote co-curricular activities, social cohesion programmes and safe school environments for holistic development of learners to enhance their learning experience and maximise their performance</b>
<b>Objective statement</b>	To entrench the values of the country in learners as part of developing them to be well-rounded citizens through various social cohesion programmes
<b>Strategic Indicator</b>	5.1.1 Number of educators, officials and learners participating in DBE organised activities on social cohesion, nation building, citizenship, rights and responsibilities, and constitutional values
<b>Five year Target</b>	20 500

<b>Strategic objective</b>	<b>5.2 Address intrinsic (physical, mental and health-related) and societal (poverty, violence, alcohol and drug use) barriers within a larger collaborative and multifaceted response towards the multiple barriers to learning faced by vulnerable children</b>
<b>Objective statement</b>	To promote access to a range of public services for learners in areas such as health, poverty alleviation and psycho-social support in order to improve the quality of learning in the basic education sector
<b>Strategic Indicators</b>	5.2.1 Number of schools providing learners with daily nutritious meals 5.2.2 Number of schools that administered the de-worming programme
<b>Five Year Target</b>	(19 998) (5 597 956 grades R – 7 learners in Q1-3 schools)

### 9.5.2 Resource considerations

The bulk of the department’s contribution here is through conditional grant transfers to provinces, with the NSNP in the Care and Support in Schools subprogramme being the key initiative aimed at improving access and learning.

The NSNP has three focus areas, namely school feeding, promotion of nutrition education, and school food gardens. The programme is in the process of conducting an impact evaluation in collaboration with the Department of Monitoring and Evaluation. A total of 170 workshops will be conducted on meal planning and hygiene, financial management and school food gardens. The annual NSNP Best School Awards will be hosted to recognise best schools nationwide. The awards promote best practice among schools and districts while also providing advocacy on the programme.

The Department’s new mandate will focus on the National Schools Deworming Programme, as well as the continuation of the Integrated School Health Programme. This will increase the pressure for additional funding to successfully fund programmes in these areas. R18 billion has been allocated over the MTEF period for this activity.

### 9.5.3 Risk management

No.	Strategic risk	Description of risk	Mitigating measures
1.	Suspension of feeding of learners in provinces	Non-feeding of learners.	Monitoring and evaluation tool to focus on provinces and districts. Training on financial management guidelines developed. Support the progressive implementation of a decentralised procurement model for the NSNP.
2.	Non-implementation of learner wellbeing and social cohesion programmes	The focus on implementation of the HPV vaccination programme in provinces may lead to a decrease in the reach of the Integrated School Health Programme thus, learners with health barriers that impact on their education may not be addressed.	Developed partnerships with the Department of Health at ministerial level to mitigate the risk and with other non-governmental healthcare organisations to supplement programme. Strengthen partnerships with civil society and business. The DBE has purchased equipment for schools in the screening programme as well as school health screening mobiles.

## PART C: LINKS TO OTHER PLANS

### 10. LINKS TO THE LONG-TERM INFRASTRUCTURE AND OTHER CAPITAL PLANS

#### 10.1 Accelerated Schools Infrastructure Delivery Initiative

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

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

A four-pronged strategy has been established for rolling out ASIDI. The first two elements involve an engagement with provincial education departments to explore how they might reprioritise the targets of their provincial allocations in order to more effectively:

- address the schools needing to be brought to basic safety functionality levels;
- replace all inappropriate schools structures;
- replace all mud schools that are mainly situated in the Eastern Cape; and
- upgrade schools to optimum functionality.

#### 10.2 Conditional grants

##### 10.2.1 National School Nutrition Programme conditional grant

<b>Purpose</b>	To provide nutritious meals to targeted learners.
<b>Performance indicator</b>	Numbers of schools provided with nutritious meals on all school days.
<b>Continuation</b>	The NSNP is a government programme for poverty alleviation, specifically initiated to uphold the rights of children to basic food and education. The Conditional Grant Framework enables the DBE to play an oversight role in the implementation of all the NSNP activities in schools.
<b>Motivation</b>	To enhance learning capacity and improve access to education by ensuring that the programme continues in all quintile 1 to 3 primary and secondary schools, as well as targeted special schools, on all school days.

### 10.2.2 HIV and AIDS (Life Skills education) conditional grant

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

### 10.2.3 Maths, Science and Technology conditional grant

<b>Purpose</b>	To promote Mathematics and Physical Science teaching and learning and improve teachers' content knowledge of Mathematics and Physical Science.
<b>Performance indicator</b>	Improving learner numbers and performance in Mathematics and Physical Science.
<b>Continuation</b>	The grant will be reviewed on an ongoing basis.
<b>Motivation</b>	Over the 2015 MTEF, the grant will focus on strengthening the implementation of the NDP and the Action Plan to 2019 by increasing the number of learners taking MST subjects and improving the pass rate.

### 10.2.4 Education infrastructure conditional grant to provinces

<b>Purpose</b>	To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, address schools affected by disaster and enhance capacity to deliver infrastructure in education.
<b>Performance indicator</b>	Timely delivery of all planned infrastructure.
<b>Continuation</b>	Ongoing.
<b>Motivation</b>	This grant has been awarded to supplement the ongoing infrastructure programme in provinces.

### 10.2.5 School infrastructure backlogs grant

<b>Purpose</b>	To eradicate the basic safety norms backlog in schools without water, sanitation and electricity and to replace those schools constructed from inappropriate material, including mud schools, to contribute towards levels of optimum learning and teaching.
<b>Performance indicator</b>	Eradication and replacement of 206 mud schools, 843 schools provided with water, sanitation provided to 421 schools and 618 schools electrified.
<b>Continuation</b>	ASIDI is implemented through this grant. The projects on ASIDI are implemented over multiple years. The projections of the projects on the ASIDI above are for the 2015/16 financial year.
<b>Motivation</b>	The grant has been awarded to eradicate the basic safety norms backlog in schools so as to ensure that schools reach basic functionality levels.

### 10.2.6 Occupation-specific dispensation for practitioners

<b>Purpose</b>	To establish parity in remuneration in compliance with Education Labour Relations Council (ELRC) Collective Agreement 1 of 2012. To augment the baseline compensation budget of the PEDs to enable them to comply with ELRC Collective Agreement 1 of 2012.
<b>Performance indicator</b>	To ensure that provinces meet the payment obligations over a two-year period for educators covered by ELRC Collective Agreement 1 of 2012
<b>Continuation</b>	Two financial years, namely 2014/15 and 2015/16.
<b>Motivation</b>	The grant has been awarded to meet the financial obligation to reach parity for qualifying educators covered by ELRC Collective Agreement 1 of 2012.

## 11. PUBLIC ENTITIES

Name of public entity	Mandate	Outputs	Current annual budget (R'000)	Date of next evaluation
<b>ELRC</b>	Strive towards continuous maintenance and promotion of labour peace and contribution towards the transformation and development of a quality South African public education sector.	Performs dispute resolution functions; concludes and enforces collective agreements; concludes, supervises, enforces and administers agreements.	R 67 795	
<b>SACE</b>	To regulate, protect and promote the teaching profession.	Registering professionally qualified educators; development of the profession and promoting standards of professional ethics.	R 73 728	
<b>uMalusi</b>	The Council is the quality council for general and further education and training as contemplated in the NQF Act and has the functions contemplated in section 28 of that Act.	Promotes quality and internationally comparative standards in FET; maintains and improves educational standards through development and evaluation of qualifications and curriculum; quality assurance of assessment, and provision of education, training and assessment; continually develops in-depth knowledge and expertise in mandated areas through rigorous research; reports on the quality of education and training within the mandate; issues appropriate and credible certificates of learner achievement in terms of specific qualifications and subjects on the FET Framework of Qualifications; and provides reliable and credible leadership and guidance in standard setting and quality assurance.	R 170 892	

## 12. PUBLIC-PRIVATE PARTNERSHIPS

The Department is currently part of a public-private partnership (PPP) agreement for the finance, design, construction, operation and maintenance of the head office accommodation. The finance, design and construction phases were completed and we are currently in the fourth year of the operations and maintenance phase of the contract. The contract includes machinery and equipment and stipulates that the head office accommodation will be maintained and operated by the private party for 25 years.

Name of PPP	Purpose	Outputs	Current value of agreement (R'000)	Date when agreement expires
<b>New head office building</b>	To finance, design, construct, operate and maintain new, serviced head office accommodation for the DBE	New, serviced head office accommodation for the DBE	Only an unitary fee is applicable	1 March 2035

## Technical Indicator Descriptions

<b>Indicator details</b>	<b>1.1.1 Percentage of MPAT scores at level 3 and 4</b>
<b>Short definition</b>	MPAT is a performance evaluation system that assesses management systems of all government departments. Self-assessment must be done and scores submitted to DPME at stipulated times. The DPME Then conducts external moderations and awards scores between 1 and 4 for department. A score of 3 and 4 shows the department is complying with all requirements
<b>Purpose/ Importance</b>	To evaluate and assess management systems of the Department of Basic Education, and foster improvement in all areas
<b>Source/Collection of data</b>	An approved MPAT reporting tool with scores from the DPME
<b>Method of calculation</b>	Number of scores at level 3 and 4 divided by the total number of MPAT standards multiplied by 100.
<b>Data limitations</b>	None (finalisation of the MPAT process might overlap into another financial year)
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative : Final moderated scores are issued once a year
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	Yes
<b>Desired performance</b>	The Department improves MPAT scores that at level 1 and 2 annually and increase scores at level 3 and 4.
<b>Indicator responsibility</b>	Branch ODG

<b>Indicator details</b>	<b>2.1.1 Percentage of Grade 1 learners who have attended Grade R</b>
<b>Short definition</b>	This measures access to Grade R in order to gauge school readiness. Number of Grade 1 learners who have attended Grade R expressed as a percentage of the total number of new learners enrolled in Grade 1.
<b>Purpose/ Importance</b>	To measure the preparedness of learners entering school for the first time in Grade 1 through exposure to ECD programmes, whether done in private or public institutions.
<b>Source/Collection of data</b>	Annual School Survey (ASS), EMIS Directorate, or General Household Survey.
<b>Method of calculation</b>	Number of learners entering Grade 1 who have attended Grade R expressed as a percentage of the total number of new learners enrolled in Grade 1 (new enrollees exclude learners who are repeating Grade 1).
<b>Data limitations</b>	GHS works on a sample basis to give us population estimates.
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative : This is measured once a year
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	No
<b>Desired performance</b>	All learners entering Grade 1 have attended Grade R classes.
<b>Indicator responsibility</b>	Branch ODG (RCME)

<b>Indicator details</b>	<b>2.2.1 Percentage of learners supplied with workbooks.</b>
<b>Short definition</b>	Total number of learners in public ordinary schools (Grade 1 to 6 Language and Grade 1 to 9 Mathematics learners) with workbooks.
<b>Purpose/Importance</b>	This measure shows access to learning and teaching support materials at public ordinary schools.
<b>Source/Collection of data</b>	Approved copies of Workbooks/ proof of deliveries Signature of recipient
<b>Method of calculation</b>	Total number of learners issued with workbooks divided by the number of all qualifying learners multiplied by 100
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative : Delivery for each volume is calculated independently
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All learners in public Grades 1-9 to have access to Mathematics Workbooks and all public grade 1-6 to have access to language Workbooks.
<b>Indicator responsibility</b>	Branch C

<b>Indicator details</b>	<b>2.3.1 Percentage of learners completing the Kha Ri Gude programme</b>
<b>Short definition</b>	<ul style="list-style-type: none"> <li>Total number of learners who complete the Kha ri Gude programme expressed as a percentage of all learners enrolled in the programme.</li> </ul>
<b>Purpose/Importance</b>	To measure completion rates in the schooling system – at Grade 12 . For the informal Khari Gude-completion rates are also necessary to gauge the level of literacy
<b>Source/Collection of data</b>	<ul style="list-style-type: none"> <li>Kha Ri Gude Programme reports/ database.</li> <li>NSC Reports and database</li> </ul>
<b>Method of calculation</b>	Computing the total number of learners completing Grade 12 divided by the number starting 12 years ago multiplied by 100.  KRG: Total number of KRG students completing divided by total number enrolled multiplied by 100
<b>Data limitations</b>	None.
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative : These figures are calculated once a year after after completion
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	No
<b>Desired performance</b>	<ul style="list-style-type: none"> <li>Increase the number of literate adults in the country</li> <li>Increase the completion rate on schooling in the country</li> </ul>
<b>Indicator responsibility</b>	Branch C : KRG

<b>Indicator details</b>	<b>2.3.2 Percentage of learners who obtain the NSC</b>
<b>Short definition</b>	Total number of learners who achieve the National Senior Certificate expressed as a percentage of all National Senior Certificate candidates who wrote the NSC examinations.
<b>Purpose/Importance</b>	To measure number of candidates that exit the school system.
<b>Source/Collection of data</b>	NSC Database
<b>Method of calculation</b>	The number of Grade 12 candidates who achieve a National Senior Certificate in the NSC examination divided by the number of Grade 12 candidates who wrote the NSC examinations.
<b>Data limitations</b>	None.
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	No
<b>Desired performance</b>	82% of candidates receive the NSC Certificate
<b>Indicator responsibility</b>	Branch C

<b>Indicator details</b>	<b>2.4.1 An Impact Evaluation on multi-grade teacher training is conducted.</b>
<b>Short definition</b>	A study is commissioned to measure the impact of the Multi-grade teacher training programme
<b>Purpose/Importance</b>	To measure effectiveness of the Multi-grade teacher training programme
<b>Source/Collection of data</b>	An approved impact report from Branch C
<b>Method of calculation</b>	None
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	5 year cycle
<b>New indicator</b>	Yes
<b>Desired performance</b>	Multi-grade teacher training programme to assist teaching and learning processes in multi-graded classes
<b>Indicator responsibility</b>	Branch C

<b>Indicator details</b>	<b>3.1.1 Improve the placement rate of Funza Lushaka bursary holders to at least 85%</b>
<b>Short definition</b>	Increase the percentage of Funza Lushaka graduates who are eligible and available for placement to at least 85%. This should be done within the first 6 months after the completion of the programme.
<b>Purpose/Importance</b>	This measure focuses on addressing the filling of vacancies to ensure that every class has a suitably qualified teacher and to ensure that there is value for money spent in the bursary scheme.
<b>Source/Collection of data</b>	Appointments on PERSAL.
<b>Method of calculation</b>	Number of graduates placed as a percentage of all graduates eligible and available for placement. Number placed/total number available for placement multiplied by 100 = percentage placed.
<b>Data limitations</b>	Persal data has a (1) one month lag
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Cumulative : Appointments are done at different times throughout the year.
<b>Reporting cycle</b>	Annual in line with the school calendar year.
<b>New indicator</b>	Yes
<b>Desired performance</b>	All graduates to be placed within six months of completion of the programme.
<b>Indicator responsibility</b>	Branch T

<b>Indicator details</b>	<b>3.2.1 The average hours per year spent by teachers on professional development activities (70 hours)</b>
<b>Short definition</b>	The average hours spent by teachers in a year on professional development activities to build the capacity and improve their skills.
<b>Purpose/Importance</b>	To measure hours teachers spent on programmes designed to develop them professionally. This is meant to improve the quality of teaching and learning at classroom level
<b>Source/Collection of data</b>	School Monitoring Survey PEDs to provide Work Place Skills Plan targeted hours.
<b>Method of calculation</b>	Count
<b>Data limitations</b>	If provinces do not capture all hours spent on training
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Count
<b>Reporting cycle</b>	5 Years
<b>New indicator</b>	Yes
<b>Desired performance</b>	Teachers spend an average of 70 hours per year on professional development activities.
<b>Indicator responsibility</b>	Branch T

<b>Indicator details</b>	<b>3.3.1 Percentage of schools producing a minimum set of management documents at a required standard (100 %)</b>
<b>Short definition</b>	The percentage of schools that are able to provide pre determined management documents. These documents are critical in the proper management of schools e.g. Asset Register, Leave Register
<b>Purpose/Importance</b>	To measure school functionality. To ensure principals have the necessary tools that assist in the administration of schools.
<b>Source/Collection of data</b>	School Monitoring Survey
<b>Method of calculation</b>	Number of schools that produce a minimum set of management document divided by a total number of schools assessed multiplied by 100
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-Cumulative :This is checked once a year
<b>Reporting cycle</b>	5 years
<b>New indicator</b>	No
<b>Desired performance</b>	All public schools to function optimally and have a set of the necessary management documents
<b>Indicator responsibility</b>	Branch T

<b>Indicator details</b>	<b>4.1.1 NSC and ANA results published in Various Reports</b>
<b>Short definition</b>	Collecting learner performance in ANA and NSC examinations that is accurate and reliable to assist in identifying areas for improvement during the processes of learning.
<b>Purpose/Importance</b>	To support the improvement of quality of learning and teaching.
<b>Source/Collection of data</b>	National Examinations and Assessments (NSC database) National Examinations and Assessments (ANA database)
<b>Method of calculation</b>	Qualitative indicator: The output are reports
<b>Data limitations</b>	Some of learners may not write NSC examinations due to various reasons
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non Cumulative : These reports are released after the release of the NSC and ANA results.
<b>Reporting cycle</b>	5 year cycle
<b>New indicator</b>	Yes
<b>Desired performance</b>	4 NSC and 3 ANA Reports produced each year
<b>Indicator responsibility</b>	Branch P

<b>Indicator details</b>	<b>4.2.1 Number of schools provided with Water, Sanitation, Electricity and inappropriate structures eradicated (100)</b>
<b>Short definition</b>	The total number of public ordinary schools provided with appropriate infrastructure in terms of classrooms, water, sanitation and electricity (in accordance with minimum norms and standards).
<b>Purpose/Importance</b>	This indicator measures the number of public ordinary schools provided with water, sanitation and electricity and the eradication of inappropriate structures in the schools system.
<b>Source/Collection of data</b>	NIEMS
<b>Method of calculation</b>	Count
<b>Data limitations</b>	Data might not be updated on a regular basis
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Cumulative: Outputs for each year are added together
<b>Reporting cycle</b>	5 year cycle
<b>New indicator</b>	Yes
<b>Desired performance</b>	All schools provided with water, sanitation and electricity. All schools with inappropriate structures replaced.
<b>Indicator responsibility</b>	Branch P

<b>Indicator details</b>	<b>4.3.1 Percentage of public schools that use the schools administration and management systems to electronically provide data to the national learner tracking system</b>
<b>Short definition</b>	The South African Schools Administration and Management System (SA-SAMS) was introduced to assist schools in managing their administrative systems. Public schools in all provinces are expected to phase in usage of the system to record and report on their data. The system could include third party or other providers. This performance indicator measures the number of public schools that use electronic systems to provide data to the national learner tracking system. <b>Public Schools:</b> Refers to ordinary and special schools. It excludes independent schools
<b>Purpose/Importance</b>	To measure improvement in the provision of data from schools
<b>Source/Collection of data</b>	EMIS database
<b>Method of calculation</b>	Total number of public schools that use electronic schools administration and management systems to provide data to the learner tracking system-LURITS.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-Cumulative : Some schools are expected to be submitting data every quarter, every year.
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	yes
<b>Desired performance</b>	All public ordinary schools must be able to collect and submit data electronically using the available electronic school Administration management system.
<b>Indicator responsibility</b>	Branch P

<b>Indicator details</b>	<b>4.4.1 Percentage of schools visited at least twice a year by district officials for monitoring and support purposes (100)</b>
<b>Short definition</b>	The total number of schools visited by district officials for support at least twice a year. District officials could be any professional in the district e.g. Circuit Manager, District Manager, Subject Specialists etc
<b>Purpose/Importance</b>	To measure support given to schools by District officials
<b>Source/Collection of data</b>	School visit instruments-signed School visit instruments-with a school stamp
<b>Method of calculation</b>	Record total number of schools (special schools, independent schools and public ordinary schools) that were visited by district officials per year for support, monitoring and liaison.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Cumulative: New schools could be visited on every visit
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	Yes
<b>Desired performance</b>	All schools must be visited by a district official at least twice in year.
<b>Indicator responsibility</b>	Branch D

<b>Indicator details</b>	<b>5.1.1 Number of learners, educators and officials participating in DBE-organised activities on social cohesion, citizenship, rights and responsibilities, and constitutional values.</b>
<b>Short definition</b>	Total number of learners, educators and officials who participate in the citizenship, rights and responsibilities, and constitutional values activities coordinated in collaboration with DBE and other Social Cohesion activities undertaken.
<b>Purpose/Importance</b>	These activities are done to entrench social values, promote knowledge and understanding of rights and responsibilities, constitutional values and to promote patriotism.
<b>Source/Collection of data</b>	Participation Registers
<b>Method of calculation</b>	Count
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Cumulative: The output will be accumulation of all activities held throughout the year.
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All learners, educators and officials in the schooling system participate in the citizenship, rights and responsibilities, and constitutional values activities.
<b>Indicator responsibility</b>	Branch S

<b>Indicator details</b>	<b>5.2.1 Number of schools that provide learners with nutritious meals.</b>
<b>Short definition</b>	Total number of public ordinary schools and identified special schools receiving nutritious meals through the government feeding programme. By identified special schools, it refers to schools for disabled learners identified by provinces for the NSNP programme.  There are also public ordinary schools that are not classified as Quintile 1-3 that have been identified in serious need of NSNP.
<b>Purpose/Importance</b>	To measure the coverage of the National School Nutrition Programme in schools.
<b>Source/Collection of data</b>	<ul style="list-style-type: none"> <li>• Approved NSNP provincial coordinators' reports to the Directorate.</li> <li>• Approved lists of schools offering NSNP.</li> <li>• Database of all schools participating in the nutrition programme.</li> </ul>
<b>Method of calculation</b>	Count
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative: The same number of schools are expected to participate quarterly
<b>Reporting cycle</b>	Quarterly
<b>New indicator</b>	No
<b>Desired performance</b>	All learners in quintiles 1 to 3 schools and identified special schools benefit from the NSNP.
<b>Indicator responsibility</b>	Branch S (National School Nutrition Programme Directorate)

<b>Indicator details</b>	<b>5.2.2 Number of schools that administered the de-worming programme</b>
<b>Short definition</b>	The de-worming programme is implemented in schools where the school nutrition programme is offered.
<b>Purpose/Importance</b>	To establish the number of Quintile 1 to 3 schools that have administered the de-worming programme
<b>Source/Collection of data</b>	Integrated School Health Programme
<b>Method of calculation</b>	Count
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	All learners in quintile 1 to 3 schools to have been dewormed.
<b>Indicator responsibility</b>	Branch S







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