



DEPARTMENT OF BASIC EDUCATION

ANNUAL PERFORMANCE PLAN
2016/17



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



ANNUAL PERFORMANCE PLAN

2016/2017

MARCH 2016



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LIST OF ACRONYMS

AIR	Apparent Intake Rate
AMESA	Association of Maths Educators of South Africa
ANA	Annual National Assessments
ASIDI	Accelerated Schools Infrastructure Delivery Initiative
BSNSW	Board of Studies New South Wales
CAPS	Curriculum and Assessment Policy Statements
CATs	Common Assessment Tasks
CD	Compact Disc
CoE	Compensation of Employees
DBE	Department of Basic Education
DPME	Department of Performance Monitoring and Evaluation
DSD	Department of Social Development
DVD	Digital Versatile Disc
ECD	Early Childhood Development
ECDoE	Eastern Cape Department of Education
EGRA	Early Grade Reading Assessment
ELRC	Education Labour Relations Council
e-LTSM	Electronic Learning and Teaching Support Materials
EMIS	Education Management Information Systems
FET	Further Education and Training
GEM/BEM	Girls and Boys Education Movement
GET	General Education and Training
GFET	General and Further Education and Training
GHS	General Household Survey
HEDCOM	Heads of Education Committee
HEI	Higher Education Institution
ICT	Information and Communications Technology
IEEE	Institute of Electrical and Electronics Engineers
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development
IIAL	Incremental Introduction of African languages
IQMS	Integrated Quality Management System
ISHP	Integrated School Health Programme
LDoE	Limpopo Department of Education
LTSM	Learning and Teaching Support Materials
MDGs	Millennium Development Goals

MIP	Multi-Annual Indicative Programme
MPAT	Management Performance Assessment Tool
MST	Mathematics, Science and Technology
MTEF	Medium-Term Expenditure Framework
MTSF	Medium-Term Strategic Framework
NDP	National Development Plan
NEAC	National Examinations and Assessment Committee
NECT	National Education Collaboration Trust
NEDLAC	National Economic Development and Labour Council
NEEDU	National Education Evaluation and Development Unit
NEIMS	National Education Infrastructure Management System
NICPD	National Institute for Curriculum and Professional Development
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSLA	National Strategy for Learner Attainment
PED	Provincial Education Department
PICC	Presidential Infrastructure Coordinating Commission
PMDS	Performance Management and Development Scheme
PPN	Post Provisioning Norm
QCTO	Quality Council for Trades and Occupations
QLTC	Quality Learning and Teaching Campaign
RPL	Recognition of Prior Learning
SAASTE	South African Association for Science and Technology Educators
SACE	South African Council of Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SAMF	South African Maths Foundation
SASCE	South African Schools Choral Eisteddfod
SBA	School-Based Assessment
SGB	School Governing Body
SIAS	Implementing Screening, Identification, Assessment and Support
SMS	Senior Management Services
SQA	Scottish Qualification Authority
TIMSS	Trends in International Mathematics and Science Study
USB	Universal Serial Bus
WSE	Whole School Evaluation

FOREWORD BY THE MINISTRY OF BASIC EDUCATION

The 2015/16 financial year was built upon our determination to improve efficiency and quality in the system. The Constitutional principles of access, redress, equity, remain high on the sector's agenda. However, the Basic Education sector is seized with the task of improving quality and efficiency. We will continuously work boldly to seek new strategies and interventions that will bring us closer to the desired state of our basic education.

The 2016/17 Annual Performance Plan (APP) affords the Department of Basic Education (DBE) the opportunity to reflect on the milestones achieved so far against Government's broader blueprint: the National Development Plan (NDP). Further, in alignment with the post-2015 development agenda for Africa, articulated in the Sustainable Development Goals, especially SDG 4 (four) which has a specific focus on the provision of quality education, the Department will continue to ensure that it is inclusive, equitable and promotes life-long learning opportunities for all. The commitment to this international standard also forms the foundation of the DBE's role in building the human resource capacity of the South African nation and contributing to its economic potential. While significant gains have been achieved in terms of access, improved learner performance across all grades remains central to all our undertakings. To achieve this we have to continuously ensure optimal performance by all at all levels of the system. A concerted effort directed at uprooting poor performance, especially where support has been provided with no improvement, will be part of our resolve to improve the basic education sector.

There has been marked improvement in access, redress and equity as seen in the number of five year-olds attending educational institutions at Grade R which currently is 87.2%; the Apparent Intake Rate (AIR) to Grade 1 which is at 101.4%; there is an increase in the percentage of 7 to 15 year old children attending educational institutions in 2014 to 99%, the percentage of fourteen (14) to eighteen (18) year-olds attending educational institutions which is at 90.7%; the percentage of five (5) year-olds children with disabilities attending educational institutions currently at 83.9%; seven (7) to fifteen (15) year-olds children with disabilities attending educational institutions is 93.4%; The number of learners who benefit from the National School Nutrition Programme is 9.2 million and the percentage of learners who benefit from the pro-poor policy package, such as No Fee schools, is 80%. While this point to the improvement in access, redress and equity, the Department will work towards ensuring improvement in quality and efficiency in the sector as well.

The NDP calls for different parts of the basic education sector to work together allowing learners to take different pathways that offer high quality learning opportunities. The year 2016/17 will see the basic education sector laying a solid foundation in preparation for the three curriculum streams. The three curriculum streams will consist of the academic, technical vocational and technical occupational streams and will be introduced as a response to the economic needs of our country. The three curriculum streams will also afford our learners the opportunity to choose different streams based on their strengths and career paths they wish to pursue. This system will be phased in, starting with 58 schools of skills, and then progressively expanded throughout the country.

The NDP proposes a target of 450 000 learners being eligible for a Bachelor's programme with Maths and Science by 2030. The Department will continue to seek initiatives and strengthen institutional mechanisms such as the Mathematics, Science and Technology (MST) Grant and the Funza Lushaka Bursary Programme to promote teaching and learning of these subjects.

The Grade 12 class of 2015 was the largest cohort in the history of our country. The total number of candidates who registered for the November 2015 NSC examinations was 799 306; written by 667 925 full time candidates and 131 381 part time candidates. As a way of responding and in addressing the challenge of learners dropping out of the system, the basic education sector supported progressed learners through various interventions. The basic education sector will continue to support progressed learners and the youth of our country through the Second Chance programme.

The Department, together with key stakeholders, has begun a process of reviewing and remodelling the Annual National Assessments (ANA). The Department is confident that the new model will receive the support of all parties before it is finally presented to the Council of Education Ministers for consideration and adoption.

Timely supply and distribution of high quality Learning and Teaching Support Materials (LTSM) remain a key strategic priority of the Department. Together with proper and safe school infrastructure, as well as grade-and age-appropriate school furniture, these resources provide an environment which is conducive for teaching and learning. We will accelerate the roll-out of school infrastructure which is compliant with the National Minimum Uniform Norms and Standards for Public School Infrastructure. The Department will continue to monitor both the delivery of these key resources in the system and prudent spending of the budget allocated.

The diagnostic reports from our national assessments will form the basis for teacher development programmes. At the Basic Education Sector Summit held from 20 – 22 January 2016, the summit advocated that the diagnostic report be used as a starting point to inform subject specific interventions for teacher development programmes.

The Department will continue to use education districts' engagements, to ensure that schools receive optimal support and that early warning systems for speedy resolution of challenges are part of monitoring and evaluation of the sector at all levels.

The Department will continuously reflect on its pro-poor policies to assess whether these are comprehensive enough to alleviate the plight of the South African learners from disadvantaged backgrounds. We are currently pleased with the number of learners and communities benefiting from our National School Nutrition Programme (NSNP) and the No Fee School policy.

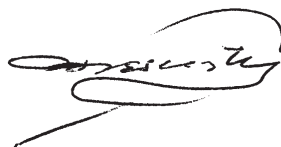
We are pleased with the continued support that we receive from all our partners and stakeholders in the sector, and we encourage all citizens and different community formations to continue contributing towards improving our education system.

We are confident that the plans articulated in this Annual Performance Plan, as well as in the basic education sector plan, *Action Plan to 2019: Towards the Realisation of Schooling 2030*, are solid steps towards improving our education system.



Mrs AM Motshekga, MP

Minister



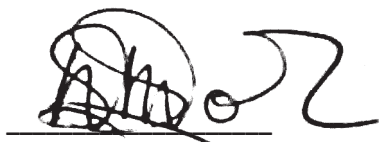
Mr ME Surty, MP

Deputy Minister

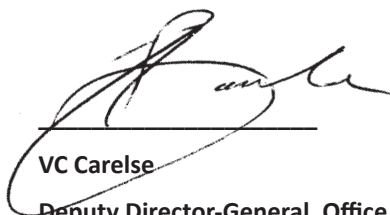
OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the Department of Basic Education under the guidance of the Minister of Basic Education;
- Was prepared in line with the current Strategic Plan of the Department of Basic Education; and
- Accurately reflects the performance targets which the Department of Basic Education will endeavour to achieve, given the resources made available in the budget for 2016/2017.



N Molalekoa
Chief Financial Officer

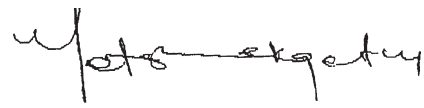


VC Carelse
Deputy Director-General, Office of the Director-General



HM Mveli
Director-General

Approved by:



Mrs AM Motshekga, MP
Minister

PART A: STRATEGIC OVERVIEW

The Department has revised its five-year Strategic Plan to ensure that the strategic objectives are measurable. A new set of indicators linked to the core functions and the budget of the Department were also developed.

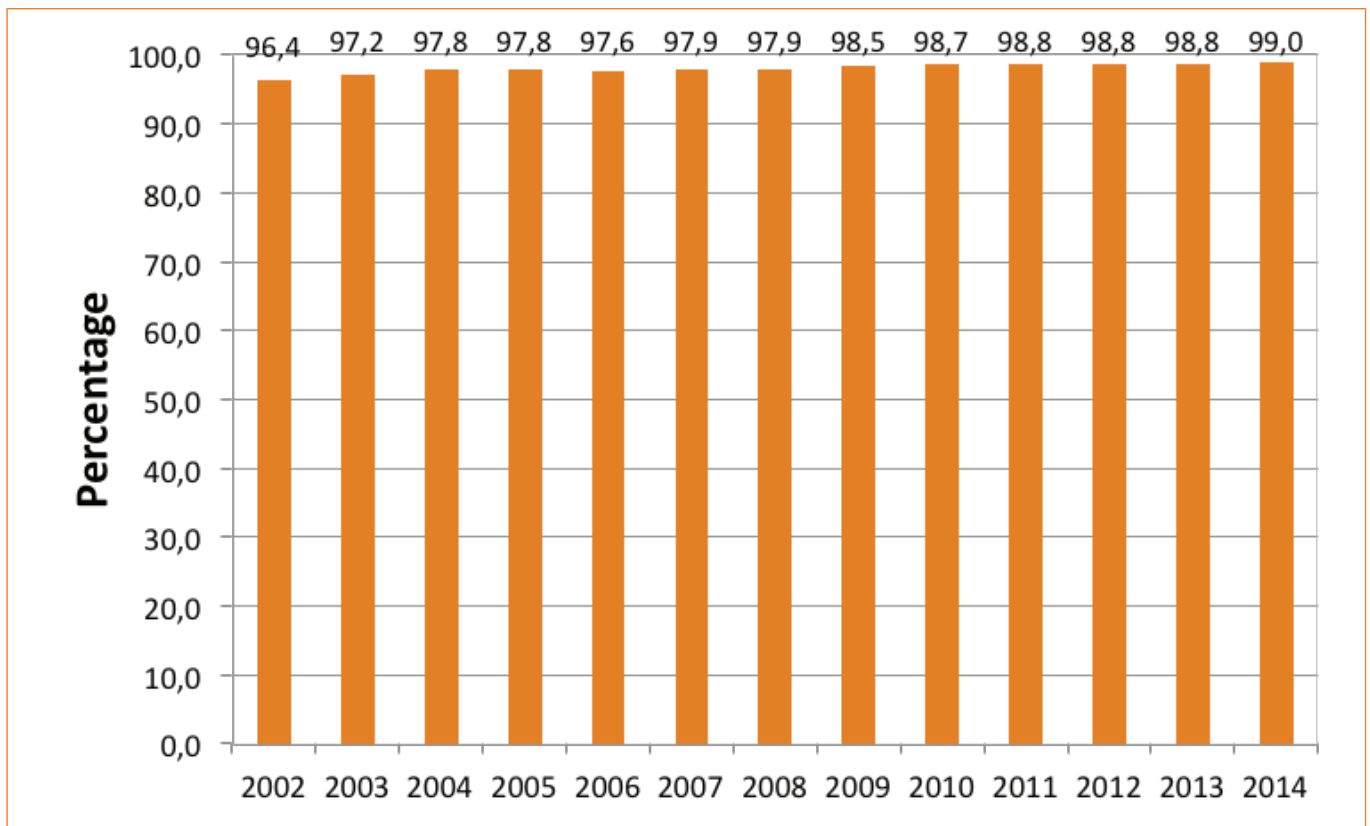
This Annual Performance Plan represents the second year of activities towards achieving the objectives as contained in the DBE Strategic Plan 2015/16-2019/20. The DBE’s Strategic Plan is anchored on the government’s Medium Term Strategic Framework (MTSF 2014-2019)

1. UPDATED SITUATIONAL ANALYSIS

1.1 PERFORMANCE DELIVERY ENVIRONMENT

Access to Educational Institutions

Fig 1: Percentage of 7 to 15 year old children attending educational institution, 2002-2014



Compulsory education: There was an increase in the percentage of 7 to 15 year old children attending educational institutions in 2014 to 99%.

Source: Stats-SA General Household Survey (GHS: 2014) DBE calculations.

Table 1: Percentage of 16 to 18-year-old learners attending educational institutions by province, 2002 to 2014

Province	2002	2003	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
EC	83.0	78.5	80.9	83.9	85.4	83.0	80.9	81.8	83.3	85.1	84.4	82.6
FS	85.4	86.0	88.7	83.3	90.7	85.8	83.8	83.9	86.3	87.2	86.4	91.4
GDE	87.7	86.5	84.2	80.6	82.2	85.6	87.2	85.1	81.7	85.7	85.0	87.5
KZN	79.3	81.9	81.4	83.3	83.7	84.6	80.7	80.5	85.7	85.3	87.7	86.5
LMP	88.2	89.3	87.4	89.3	92.1	90.0	91.5	92.0	93.1	94.2	94.5	93.2

Province	2002	2003	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
MP	86.2	57.7	86.7	85.5	93.2	87.1	84.5	85.2	86.7	85.4	84.4	86.3
NW	81.2	80.8	83.9	84.1	81.6	79.1	81.4	79.2	84.9	81.9	84.5	79.9
NC	71.0	67.7	75.4	71.9	77.8	76.0	73.4	79.6	79.2	80.6	82.7	76.3
WC	72.6	73.2	69.7	66.0	73.7	71.6	73.7	73.6	76.4	80.4	78.6	81.1
National	82.9	79.3	82.4	82.5	85.0	83.9	82.9	82.9	84.9	85.9	86.1	86.1

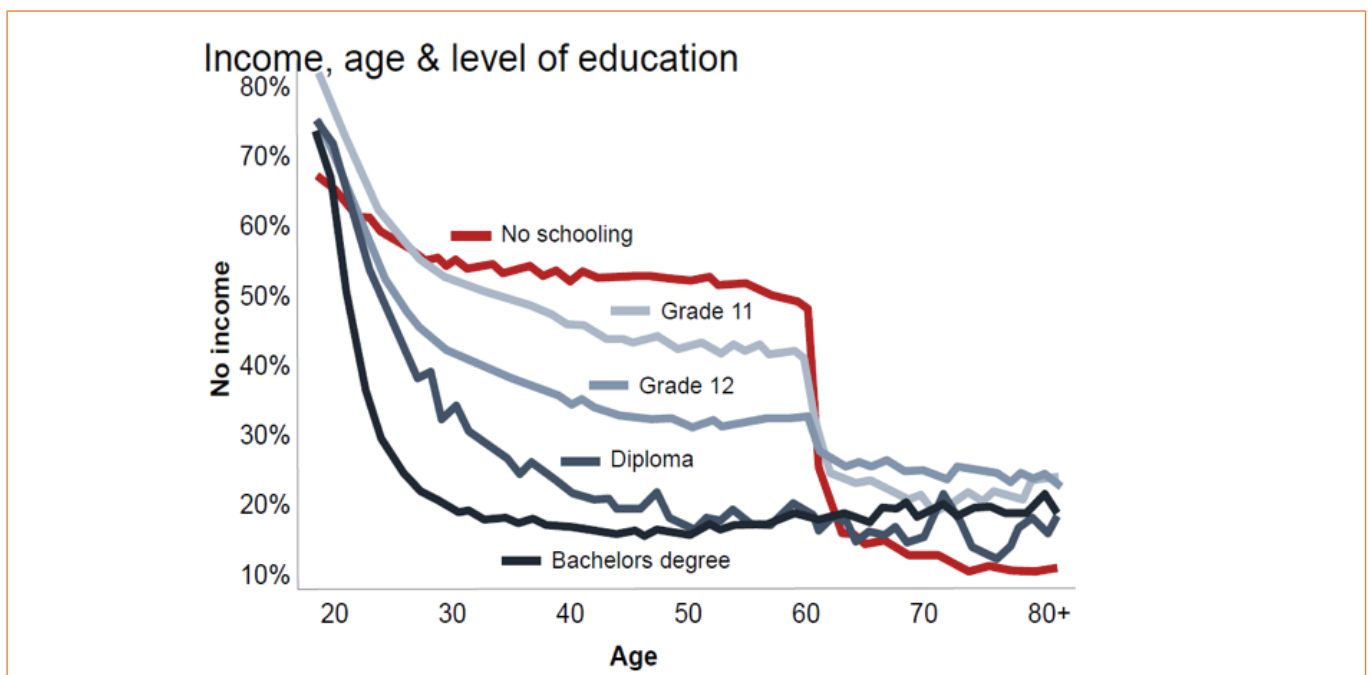
Source: (GHS: 2014) DBE calculations.

The SASA, 1996 requires parents to ensure that their children attend school from the first school day of the year in which they turn 7 years old, until the last school day of the year in which they turn 15 years old, or the end of Grade 9, whichever comes first. In 2014, the Stats SA General Household Survey findings show that 99% of 7- to 15-year-old children were attending educational institutions. In 2014, approximately 530 589 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. For the secondary education, there is an increase in the percentage of 16 to 18 year old children attending educational institutions in 2014 to approximately 86.1%.

- 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 the sector still has a high portion of government spending. In nominal terms, education spending more than tripled from 2000/01 to 2013/14. 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 sector to turn around this status quo by improving its learning outcomes in scarce skills subjects like Mathematics, Science and Technology. Figure 2 below shows that between 35-65% of the 20-60 year-olds have no income, and these are South Africans who have no schooling at all, or at least have a Grade 12 certificate; while between 20-25% of the same age-groups, who have no income, either have Diplomas or Bachelors' degrees.

Fig2: Correlation between income, age and levels of education achieved



Source: (GHS), 2002-2014.

Deriving from the Minister of Finance's budget policy statement in 2016, the context of delivery is one characterized by fiscal and other constraints. The global economic crisis has been more severe and persistent than anyone could have foreseen. The economy has continued to grow at a slow pace, reflecting global and domestic factors, but it will still be necessary to enable growth and structural reforms over the medium term. South Africa has set goals towards eradicating poverty, reducing inequality and growing the economy. The NDP articulates that education, training and innovation are critical in the attainment of goals the country has set for itself.

- **Partnerships in Education Delivery**

The sector 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. In response, the NECT has been established, which is a joint partnership of business, government and civil society to work on a whole-district developmental approach to the schooling system.

- **Building a Capable 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 are continuously being implemented to limit elements of the recurring spending in the public sector. The Department utilises the performance management systems to make sure that all senior managers sign Performance Agreements. During the 2016/17 financial year these Performance Agreements will be linked to the Annual Performance Plan indicators and targets as a way of improving accountability.

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 the 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. District managers and school principals will be held accountable for school administration and curriculum implementation.

- **Benchmarking Learner Performance: Participation in International Assessments**

The basic education sector continues to be committed to its participation in international examination/assessments 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 (SACMEQ). In fact, it is a commitment by the Department which lies behind the realisation among policymakers around 2005 that the sector needed to change its strategies fundamentally if quality schooling for all is to be achieved. The department is keenly awaiting finalisation of the 2015 SACMEQ results which was done in 298 schools. The fieldwork for TIMSS 2015 study has been completed.

- **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 (PEDs) have not been able to drive school infrastructure projects with the anticipated momentum, hence the National Department was tasked with the responsibility of eradicating mud and unsafe school structures through the ASIDI project to bring about dignity in education. The ASIDI project in its current form is coming to an end in 2017/18 .

1.2 ORGANISATIONAL ENVIRONMENT

- **Structure of the Institution**

During 2015/16, the DBE made significant progress in the process of reconfiguring the organisational structure to meet the needs of the sector, especially to take full responsibility for monitoring and overseeing the implementation of programmes by provinces. During this year, a substantive post of Director-General was filled for the appointee to take the responsibilities of the Accounting Officer and to give impetus to the delivery of education in this current five-year term.

The Department is in the process of internal reconfiguration stemming from the mandate of the Minister after the 2014 elections. Internal consultations are underway and the Department is in the process of finalising the organisational structure and following through all due processes in terms of tabling the structure at a workplace forum once the proposal has been finalised.

Capacity building of employees is continuously done through the Workplace Skills Plan and the personal development plans of officials in the DBE. Training interventions for employees are informed by the Department's performance management outcomes, as well as the demands of the *Action Plan to 2019*. 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 Departmental administrative systems, i.e. Human Resource Management, Financial management, Internal Audit and Risk Management and Strategy development, have not performed very well as reflected in the Management Performance Assessment Tool (MPAT 1.4) results of the 2014/15 financial year. The Department is moving towards including MPAT indicators in the Performance Agreements of senior managers.

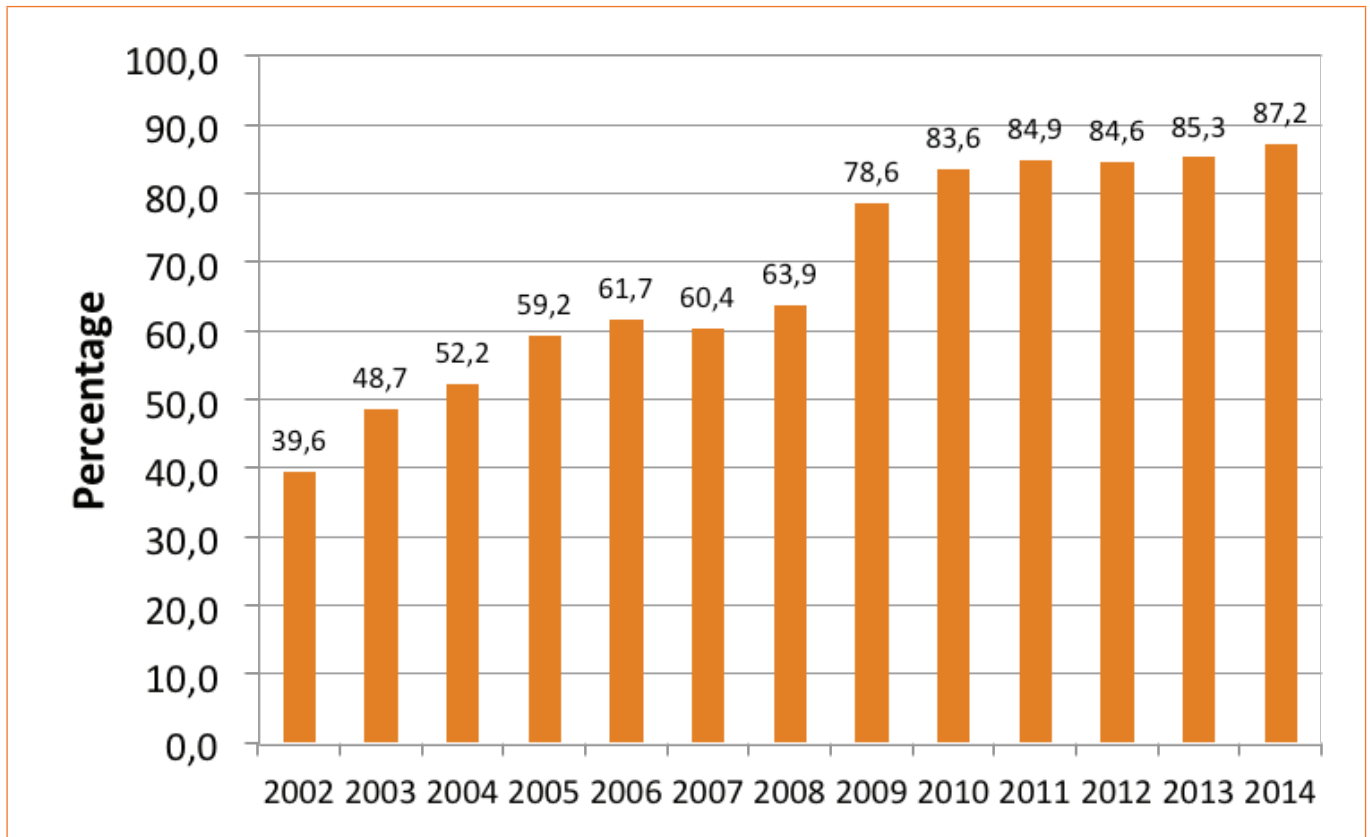
- **The DBE's Oversight Role and Responsibility to Provinces**

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. The Department improved accountability in the system through current engagement structures with the provinces and districts, hence during 2015/16, section 100 (1)(b) was lifted in the case of the Limpopo Department of Education. 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. Provincial support visits, especially in PEDs that performed poorly in the 2015 NSC Examination, will be undertaken to ensure that learning outcomes are improved.

- **Overall Performance of the Department in the Last Five-Year Term**

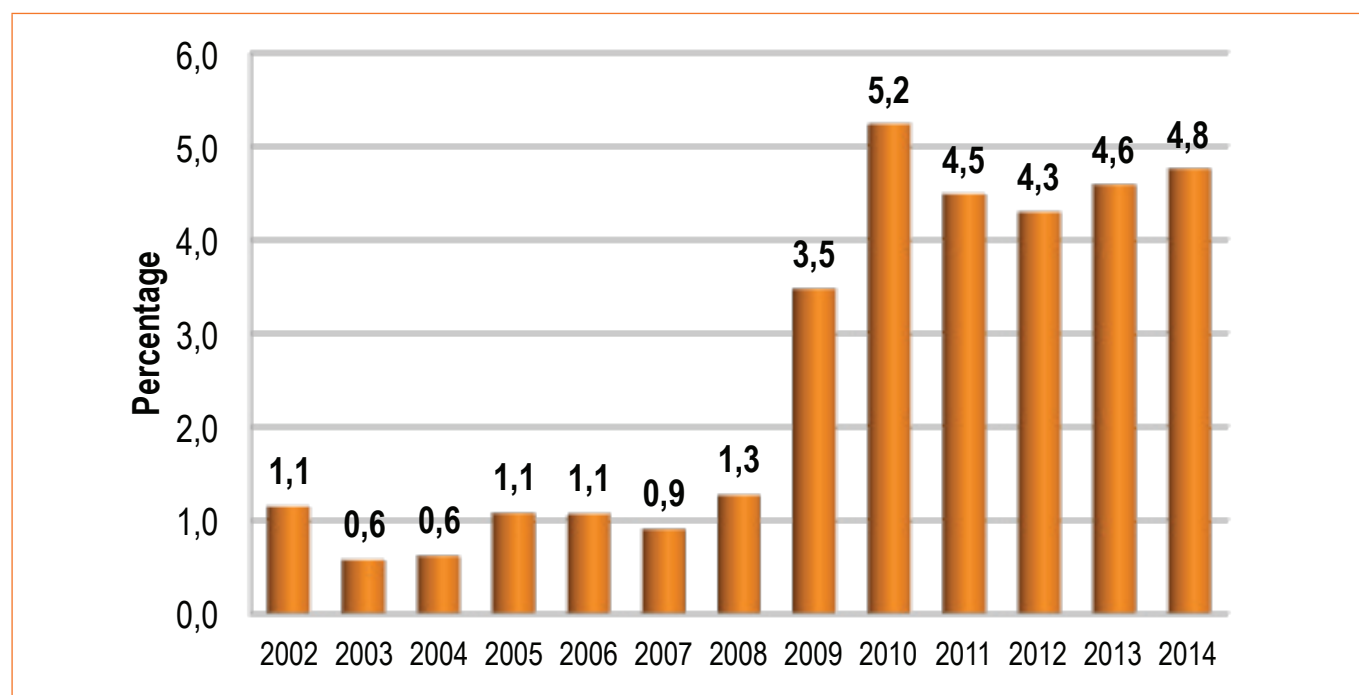
The National Department of Basic Education, being responsible for a concurrent function, has made strides in monitoring specific areas of performance: The figures below reflect an overview of that performance as expressed in the 2014 GHS.

Fig 3: Percentage of 5 year old children attending educational institution, 2002 – 2014



Grade R participation: There is an increase in the percentage of 5 year old children attending educational institutions in 2014 to 87% (GHS: 2014) DBE calculations.

Fig 4: Percentage of disabled children attending school (irrespective of age), 2002 to 2014



Of the total population of learners attending schools, approximately 5% were learners with disabilities. There is a slight decrease in the percentage of 5 year old children with disabilities attending educational institutions in 2014 to almost 84% in 2014. The percentage of 16 to 18 year old children with disabilities is 54% in 2014 (GHS: 2014) DBE calculations.

Adult Literacy

Table 2: Adult Literacy coverage from 2008 to 2014

Learners per Province	2008	2009	2010	2011	2012	2013	2014
Eastern Cape	109 633	148 084	135 141	136 799	129 999	114 647	34 827
Free State	15 406	52 323	52 409	54 781	49 834	45 601	35 100
Gauteng	31 827	81 152	87 043	85 543	86 402	87 497	85 679
KwaZulu Natal	72 032	135 443	131 359	145 475	129 357	119 886	145 613
Mpumalanga	28 792	58 624	51 786	55 577	50 894	47 761	106 516
Northern Cape	31 928	8 141	8275	12 839	8 785	14 098	31 777
Limpopo	45 928	106 463	100 965	97 217	97 164	90 283	143 788
North West	34 317	30 607	31 532	35 803	32 685	32 157	80 000
Western Cape	11 999	13 166	12 771	15 415	15 044	14 434	20 700
Total	381 862	634 003	611 281	639 449	600 164	566 364	684 000
Total graduates (2008-2013)	3 433 123						

The sector is on its way to achieving its target of reaching 4.7 million adults through Kha Ri Gude Mass Literacy Programme (DBE: Kha Ri Gude 2008-2014).

Redress

Table 3: Number and percentage of learners and schools benefiting from the No-fee School Policy by province, 2014

Province	Learner numbers in 2014*	Total no fee learners	Percentage no fee learners	Schools in 2014*	Total no fee schools	Percentage no fee schools
EC	1 728 456	1 612 873	93.3%	5 554	5 336	96.1%
FS	621 488	500 591	80.5%	1 306	1 146	87.7%
GP	1 836 220	1 163 008	63.3%	2 070	1 338	64.6%
KZN	2 636 562	1 925 783	73.0%	5 915	4 981	84.2%
LP	1 665 516	1 600 609	96.1%	3 929	3 831	97.5%
MP	973 385	888 940	91.3%	1 762	1 632	92.6%
NC	265 993	180 302	67.8%	551	412	74.8%
NW	784 184	685 095	87.4%	1 515	1 372	90.6%
WC	962 724	554 523	57.6%	1 458	887	60.8%
TOTAL	11 474 528	9 111 724	79.41%	24 060	20 935	87.0%

66% of learners attending schools were not paying school fees. The percentage of learners who are paying between R 1 to R 100 is almost 5%, this could include voluntary payments. Therefore overall, 71% of learners could be benefiting from the no fee school policy (DBE: Financial Planning 2014).

National School Nutrition Programme Reach, 2014

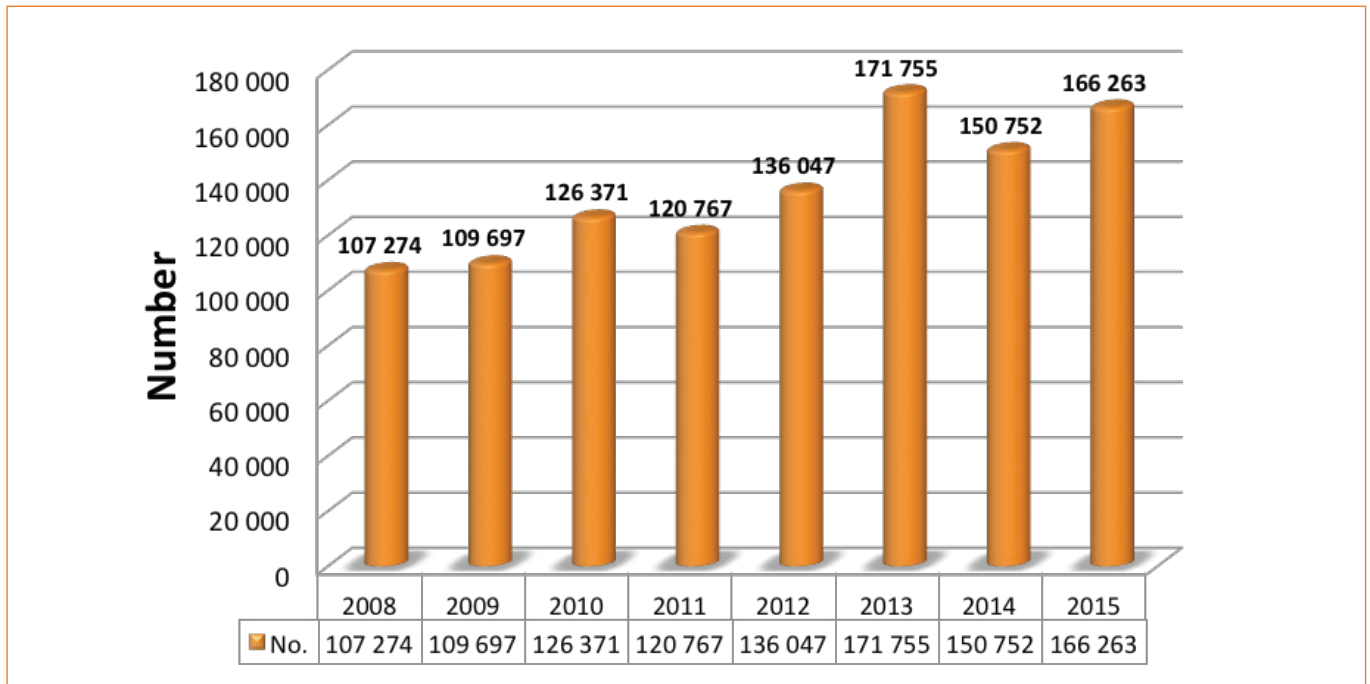
Table 4: Percentage of learners with access to the School Nutrition programme

Province	2010	2011	2012	2013	2014
Eastern Cape	75.3	82.9	85.3	86.7	88.3
Free State	65.8	75.3	77.0	78.7	78.0
Gauteng	53.8	55.3	55.3	59.8	63.4
KwaZulu-Natal	67.5	76.0	79.2	80.5	79.4
Limpopo	84.7	94.4	94.7	93.5	94.3
Mpumalanga	75.5	84.2	85.9	85.7	88.8
North West	69.6	80.7	83.4	82.8	85.3
Northern Cape	89.3	89.7	88.0	84.7	84.0
Western Cape	66.7	64.0	63.4	66.0	65.0
National	69.9	76.2	77.4	78.7	79.7

Overall, approximately 79% of learners were benefitting from National School Nutrition Programme (NSNP) in 2014. Limpopo has the highest percent of learners benefitting from NSNP at 94%, while Gauteng has the lowest percentage of learners partaking in the NSNP at 63% (DBE: National School Nutrition Programme).

Quality

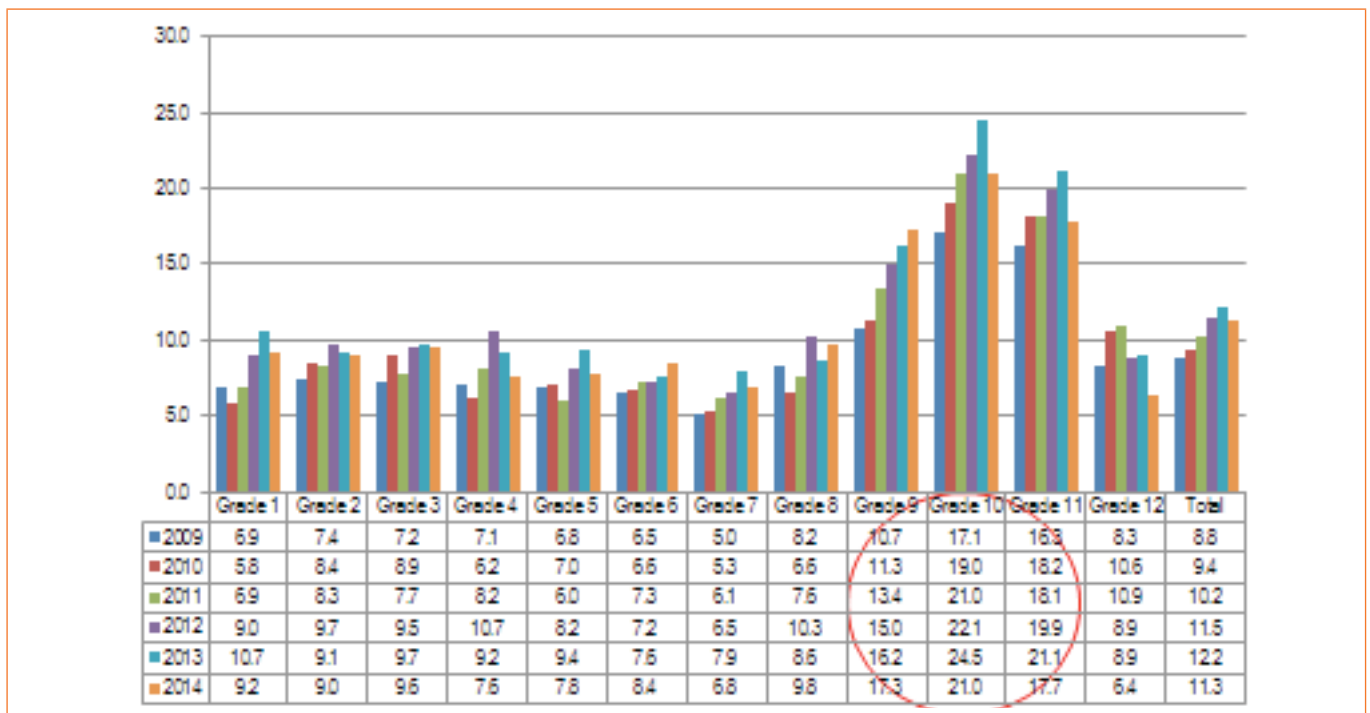
Fig 5: Number of NSC Bachelor passes, 2008 – 2014



The quality of the National Senior Certificate results have been improving with greater number of Bachelor passes expressed in 2013 (DBE: Assessments and Examinations).

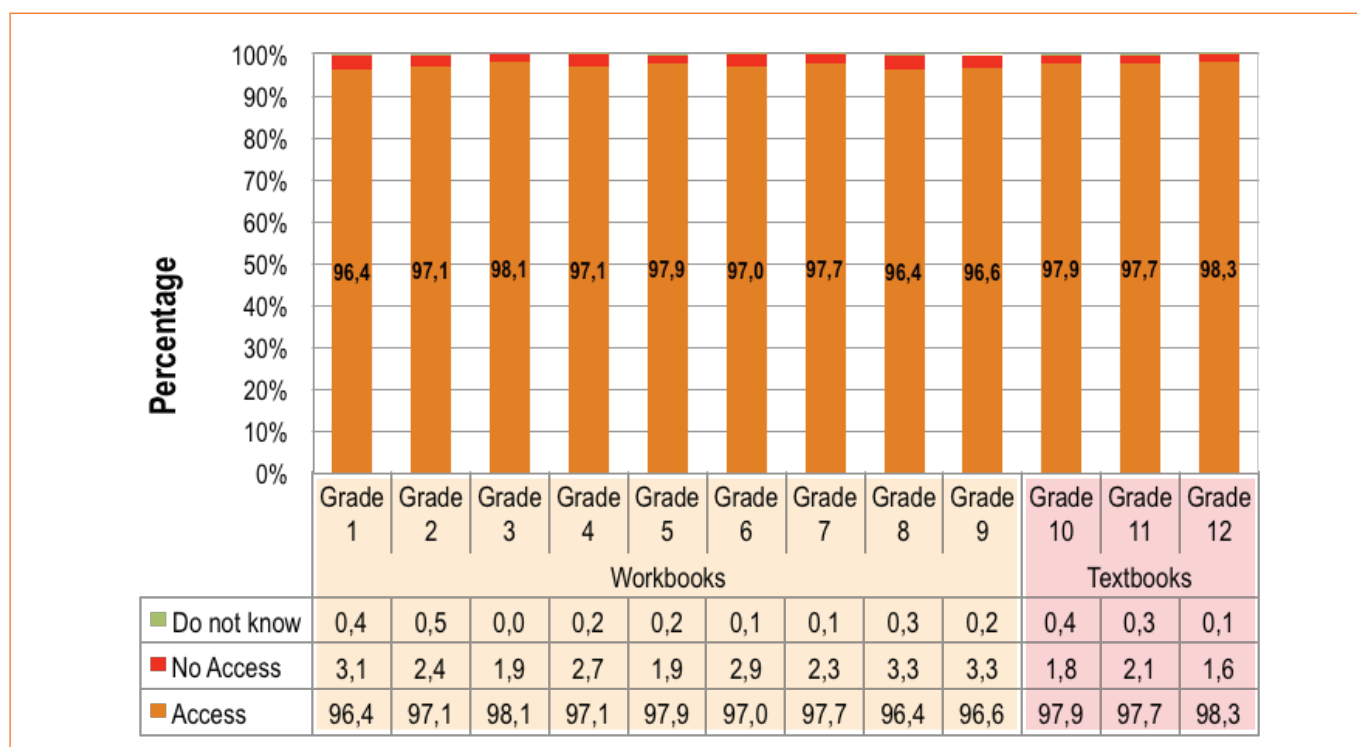
Efficiency

Fig 6: Percentage of Repeaters by Grade 2009 to 2014



Overall, the percentage of learners repeating a class has decreased to 11% in 2014. Repetition of class in Grades 9 to 11 remains high. The average primary class repetition is 8% in 2014, while the average secondary class repetition is 15% in 2014. 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, especially in the FET band (Grades 10 to 12) (GHS: 2014) DBE Calculations.

Fig 7: Percentage distribution of workbooks by Grade



Access to Language Workbooks is 96% in 2014, while for Mathematics Workbooks it is approximately 97% in 2014. Access to textbooks in all subjects is almost 78% in 2014. The overall percentage of learners who indicated they had experienced a lack of books at school has decreased to approximately 4% in 2014 (GHS: 2014) DBE Calculations.

• **Challenges in the Education System**

Human Resource Management

Poor Human Resource Development Strategies (Teacher Development Programmes in particular): Numerous strategies for the development of officials in the system are in place; and training has always been prioritised and budgeted for, but the return on investment is not commensurate with the benefit derived from the trained employees.

Inappropriate and the wrong appointment of personnel at different levels

This is largely prevalent in schools, hence the call by the National Development Plan to make sure that principals are appointed on merit based on competency tests.

Poor retention strategy of personnel: The education system is not able to retain a good number of its employees, especially at school level, which is the core education delivery point. Officials continue to empower themselves in other areas, and leave the system soon after qualifying for other professions. In critical areas of teaching such as Mathematics and Science, such officials leave the sector to work and specialise in science-related professions outside education. Retention strategies and incentives are either not attractive enough or not in place to retain the skills set in the system.

Leadership and Management

Poor teaching, leadership and lack of accountability: At school level, pockets of poor teaching in schools, which leads to poor results, is still persistent. Part of the problem resides with management capacity at school level to deal decisively with monitoring and management of curriculum delivery. Some principals are not equipped with skills relating to accountability at that level, and this leads to poor administration and management, hence the need for leadership and management training.

No consequences for poor performance and wrong doing: Accountability is the core function of all managers in the system at the various levels existent in the sector. Wrong doing, failure to comply with legislation, under-performance and poor financial management are just some of the areas that need tight accountability by those in charge, and this is lacking in a number of institutions, districts and schools.

Systems for Managing Concurrent Functions

The Department has concurrent functions with provinces, and to enable the entire system to be managed efficiently, the national Department must put in place Norms and standards for all programmes and services for the sector. These norms are not yet developed in all areas of the system, and this makes it difficult to hold provinces accountable for poor delivery or lack thereof. Norms and standards would also ensure a uniform implementation of laws and policies. Secondly, for the various functions of the Department, there is a lack of clearly delineated business processes at all levels of the system. This creates unnecessary blockages for service delivery.

Poor Audit Outcomes

In the last three to four years, the audit outcomes of the sector have not been reflective of a system that is improving, especially in the area of pre-determined objectives. Three provinces have been consistent with good performance but the National Department and the rest of the provinces need to improve their performance information management systems and strategies during this five-year term.

- **Opportunities for the System**

Partnerships: the establishment of the National Education Collaboration Trust (NECT) affords the Department with an opportunity to join hands with the private sector in delivering education, especially for these partnerships to venture into areas that are not easily penetrated by the education system.

The National Development Plan, as a broad government plan ensures that education deliverables are understood by the public not only to attract the interest of the broader public to partner with education for education delivery, but also to create a sense of urgency in the sector to deliver quality services within the existing budget constraints.

Operation Phakisa as a broad strategy to unlock service delivery in the public sector, enables the education sector to work collaboratively with other Departments and the private sector to unlock blockages in the system and to give impetus to finding creative strategies of delivering quality education to all learners. Through Operation Phakisa, a key service delivery area is identified and officials from the sector, private sector and NGOs all came together for about 4-8 weeks to unpack the challenges within the system. Through consultation with the political leadership of other government Departments that are also affected by this challenge, a three feet detailed plan is drawn up. In the sector, ICT in Education is the area that has been identified. A 6 week lab has already been held on 6 September – 2 October 2015 and the draft plan is in place.

Threats to the System

Resignation of personnel (teachers in particular) to cash their pensions: In the last year, the sector has been experiencing resignation of teachers in pursuit of pension funds due some misunderstanding of the review of Pension Fund administration. For some teachers, this has marked the end of their careers, leaving the system with teacher shortages which were unplanned for.

Small schools that are not educationally and economically viable: The sector continues to have small schools across provinces, especially in rural areas, which are not viable for teaching and learning. This affects the distribution of resources in the sector, and such resources are not always optimally utilised. In terms of teacher provisioning, the allocation models do not respond adequately to the needs of such schools, and the quality of teaching and learning is compromised. Continued provision of resources to these schools is counter-productive because it is expensive.

Poor involvement of civil society in education: Education is a societal issue, and participation of all stakeholders is critical. The continued absence or inadequate participation of the citizenry creates a gap in the input and benefits that would have benefitted the primary client, the learner.

2. REVISIONS TO LEGISLATIVE AND OTHER MANDATES

2.1. REGULATIONS

There are no significant changes to the legislative and other mandates.

2.2. PENDING COURT CASES

Basic Education for all and Others Versus Minister of Basic Education and Others

The judgment in this matter was delivered on 2 December 2015.

In this matter, the Court had to determine whether or not the right to basic education includes the right of every learner at public schools to be provided with a textbook for each subject in time for the commencement of the teaching of the curriculum at the beginning of the school academic year. The Court's answer to this question is in the affirmative; and it declares that section 29(1)(a) of the Constitution entitles every learner at public schools to be provided with every textbook prescribed for his or her grade before commencement of the teaching of the course for which the textbook is prescribed.

In terms of this court ruling, Provincial Education Departments (PEDs) will have to ensure that textbooks are ordered in time and delivered to public schools prior to the opening of such schools for the new academic year in January. This case will also have budgetary implications for PEDs in that they will have to ensure that their budgets are sufficient to provide for the needs of all learners.

3. OVERVIEW OF 2016/2017 BUDGET AND MTEF ESTIMATES

3.1 EXPENDITURE ESTIMATES

Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
1. Administration	317 328	366 500	380 799	360 297	377 893	396 603	418 553
2. Curriculum Policy, Support and Monitoring	1 398 906	1 469 592	1 685 219	1 844 922	1 936 100	1 909 648	2 019 006
3. Teachers, Education Human Resources and Institutional Development	820 577	1 010 829	1 314 462	1 163 353	1 163 742	1 219 284	1 290 555
4. Planning, Information and Assessment	6 897 873	8 435 609	10 428 875	11 974 032	12 500 176	13 334 175	14 106 751
5. Educational Enrichment Services	5 451 200	5 728 564	5 719 548	5 943 822	6 291 684	6 611 329	6 994 731
TOTAL	14 885 884	17 011 094	19 528 903	21 286 426	22 269 595	23 471 039	24 829 596

3.2. RELATING EXPENDITURE TRENDS TO STRATEGIC OUTCOME-ORIENTED GOALS

Over the Medium-Term Expenditure Framework (MTEF) period, the Department of Basic Education will focus on: improving school infrastructure; improving curriculum delivery; reducing illiteracy and increasing the number of learners completing grade 12 (Matric); ensuring the adequate supply of quality teachers; and assessing the quality of teaching and learning. It will also continue to offer the National School Nutrition Programme.

The Department's Compensation of Employees' budget has been reduced by R30.7 million for 2017/18 and R48.6 million for 2018/19, as part of the Cabinet's decision to lower the national aggregate expenditure ceiling. After consultation with the Department of Public Service and Administration and National Treasury, the Department will develop and implement a plan to manage its personnel expenditure within its reduced personnel budget.

Improving School Infrastructure

Sub-outcome 2 (improve the quality of teaching and learning through the provision of infrastructure and learning materials) of outcome 1 (quality basic education) of the 2014-2019 Medium-Term Strategic Framework (MTSF) commits Government to invest in school infrastructure and school maintenance, and to ensure that every school meets the required Norms and Standards for effective learning and teaching. Infrastructure activities account for the bulk of the Department's spending over the medium term, particularly in the *Planning, Information and Assessment programme*.

Through the School Infrastructure Backlogs Grant, the Department expects to have replaced 510 inappropriate and unsafe schools, and provided water to 1 120 schools, sanitation to 741 schools and electricity to 916 schools across South Africa by 2018/19. R2.4 billion is allocated for this purpose in 2016/17 in the Infrastructure subprogramme. The School Infrastructure Backlogs Grant will shift to the Education Infrastructure Grant from 2017/18. This grant is transferred to provinces and explains the decrease in the Department's budget for buildings and other fixed structures over the medium term. R35.9 billion over the medium term is allocated to provinces through the Education Infrastructure Grant. A funding window will be provided in the Education Infrastructure Grant for the completion of School Infrastructure Backlogs projects contracted by the national Department prior to the shifting of the funds. Projects include building new schools, upgrading and maintaining existing infrastructure, and providing school furniture. The balance of the funds will be used for specific purposes such as school maintenance or to replace unsafe structures at schools.

The Department has issued minimum Norms and Standards for school infrastructure, which all schools are expected to meet by March 2017. The Education Infrastructure Grant to provinces provides funding for meeting these Norms and Standards, and the provinces make co-contributions.

Improving Curriculum Delivery

Ensuring access to high quality learning and teaching support materials is key to improving curriculum delivery. The Department plans to print and distribute approximately 180 million workbooks to schools over the MTEF period at a projected cost of R3.2 billion, funded in the *Curriculum and Quality Enhancement Programmes* subprogramme in the Curriculum Policy, Support and Monitoring programme. The workbooks provide activities that ensure that learners work to the required standard, and assist teachers to pace their work so that all elements of the curriculum can be completed on time. The Department has appointed eight officials on annual renewable contracts at deputy and assistant director levels to assist provinces with project co-ordination and monitoring, and to ensure that the correct workbook deliveries are made to districts. These officials, stationed in the provinces, will also investigate and report on any challenges to the correct delivery of workbooks.

The Department will also provide infrastructure, equipment and teacher training to improve participation and success rates in Mathematics, Science and Technology, including structured training programmes in technical Maths and Science for subject advisors and teachers. This is projected to cost 1.2 billion over the MTEF period, and is funded from the Maths, Science and Technology Grant in the Curriculum Implementation and Monitoring subprogramme.

Reducing Illiteracy and Increasing the Number of Learners Completing Grade 12 (matric)

The Kha Ri Gude Mass Literacy Programme is aimed at reducing adult illiteracy through teaching learners aged 15 and older basic literacy and numeracy skills in the eleven official languages. Kha Ri Gude reached 3.9 million illiterate adults at a cost of R2.97 billion between the programme's inception in 2008/09 and 2014/15. The Department expects to reach the remainder of the targeted 4.7 million by 2016/17, after which the programme will be phased out and funds redirected to the Second Chance matric programme. This explains the decrease over the medium term in the budget of the Kha Ri Gude Literacy Project subprogramme of the Teachers, Education Human Resources and Institutional Development programme and the increase of 129.4 per cent in the Curriculum Implementation and Monitoring subprogramme of the Curriculum Policy, Support and Monitoring programme, where the Second Chance programme is located.

A new focus for the Department over the medium term is the Second Chance matric programme, which gives learners an opportunity to rewrite the National Senior Certificate examination. The Department plans to enrol between 10 000 and 30 000 learners in the Second Chance programme by 2018/19. Implementation will cover four areas: direct tuition, technology and electronic media, learner and teacher support materials, and self-study. The pilot will start in 2016/17, offering direct tuition in two districts per province at two schools per district. The districts selected will be those with a high number of learners qualifying for supplementary examinations. Teachers from the best performing schools in these districts will provide the tuition. About 10 000 of the approximately 120 000 learners who qualify to write the supplementary examinations every year will be involved in the pilot, which will focus on seven subjects that have a high failure rate. The pilot will reach additional learners through the programme's technology and electronic media activities. The pilot will cost R50 million in 2016/17. These funds will be used for advocacy, to launch and advertise the programme, to reimburse teachers for direct tuition, and to provide learner and teacher support materials.

Ensuring the Adequate Supply of Quality Teachers

The Department aims to increase the number of qualified teachers aged 30 and below entering the public service from 8 000 in 2014/15 to 10 800 in 2018/19. The Department expects to award 38 000 Funza Lushaka bursaries over the medium term at a cost of R3.3 billion to prospective teachers in priority subject areas such as Mathematics, Science and Technology. The allocation for the bursaries increases by inflation, but the President has proclaimed a zero increase in university fees in 2016. Hence the allocation can support 500 more bursaries (14 000) than the initial target of 13 500 for 2016/17. These bursaries are provided through the National Student Financial Aid Scheme (NSFAS), funded by transfers from the Department through the Education Human Resources Development subprogramme in the Teachers, Education Human Resources and Institutional Development programme.

Assessing the Quality of Teaching and Learning

One of the education sector's goals is to assess the quality of teaching and learning below grade 12, with the aim of identifying schools that need support and the type of support they need. This is in line with sub-outcome 3 (conducting regular Annual National Assessments to track performance across the system) of the 2014-2019 MTSF. Over the medium term, the Department's ANA process will track the progress of approximately nine million learners. The Department will set, print and moderate question papers for the NSC examinations and the ANA, which accounts for the high proportion of expenditure on travel and subsistence (for examiners and moderators) and stationery and printing in the National Assessments and Public Examinations subprogramme in the Planning, Information and Assessment programme over the medium term. This allocation has been reduced by R 300 million over the MTEF period, as part of the Cabinet decision to lower the national aggregate expenditure ceiling. The Department will use the R376.3 million that has been set aside over the period for the ANA to administer the assessments. A new model for this process is under discussion.

National School Nutrition Programme

The Department's National School Nutrition Programme will continue to contribute to the National Development Plan's priority of eliminating poverty and supporting food security by providing meals to 19 800 schools each year. This is projected to cost R19 billion over the MTEF period through the National School Nutrition Programme Grant in the Educational Enrichment Services programme.

PART B: PROGRAMME AND SUB-PROGRAMME PLANS

4. DEPARTMENTAL PROGRAMMES: STRATEGIC OBJECTIVES, PROGRAMME PERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2016/2017

Changes to the Budget Programme Structure:

None

4.1. PROGRAMME 1: ADMINISTRATION

Programme Purpose: To provide strategic leadership, management and support services to the Department. **Sub-programmes:** Ministry; Department Management; Corporate Services; Office of the Chief Financial Officer; Internal Audit and Risk Management; and Office Accommodation.

Strategic Objective:

- To improve the administrative and governance systems through compliance to the key legislations governing administration, in order to support the delivery of education and to strengthen accountability

Programme Performance Indicators and Annual Targets for 2016/2017 to 2018/2019

The Programme: Administration is responsible for managing the Department through the provision of strategic leadership, management and support services to the Department. The programme contributes to quality in the basic education system through effective institutional service delivery processes, planning and provisioning. Vacancy management, human resources development and performance management have been prioritised to increase the efficiency and capacity of the Department to deliver its mandate in terms of delivery of services to the public and the professional development of staff. The indicators in this programme are directed towards performance improvement and development, compliance, accountability and sound financial systems. The activities of the programme support *Action Plan to 2019: Towards the Realisation of Schooling 2030* and cut across all its goals.

Key processes will be strengthened in 2016 to support the Department in respect of administrative procedures and systems. The Management Performance Assessment Tool (MPAT) is co-ordinated by the Department of Performance Monitoring and Evaluation (DPME). The DPME conducts annual assessments of the quality of generic management practices in Departments. The aim of these assessments is to get managers to monitor regularly the effectiveness of their management practices and to implement improvement plans where necessary. Following through on the recommendations of the 2015 MPAT and responding to the findings of the Auditor-General in respect of institutional performance improvements will be priorities in the 2016/2017 financial year.

The Department will strengthen the use of and systems associated with performance information and data in 2016, with the assistance of the office of the Chief Information Officer and internal auditing procedures, to improve institutional management and outcomes at national level and in PEDs.

The Department will strive for an unqualified audit report with no matters of emphasis. The Internal Audit function will be supported to strengthen good governance and control processes and compliance with regulations. The Department will strengthen the management of litigation through its legal unit, which will provide legal advice and monitor and support PEDs in the management of court cases.

The Department will avail cutting edge staff development programmes to improve skills and capacity.

Strategic Objective Annual Targets for 2016/2017 to 2019/2020

Strategic objective	Audited/Actual performance				Estimated performance	Medium-term targets			
	2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	2018/19	2019/20
1.1 To improve the administrative and governance systems through compliance to the key legislations governing administration in order to support the delivery of education and to strengthen accountability	55% MPAT scores at level 3 and 4	65% MPAT scores at level 3 and 4	54% MPAT scores at level 3 and 4	56% MPAT scores at level 3 and 4	58% MPAT scores at level 3 and 4	60% MPAT scores at level 3 and 4	62% MPAT scores at level 3 and 4	64% MPAT scores at level 3 and 4	

Programme Performance Indicators and Annual Targets for 2016/2017 to 2018/2019

Strategic objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance				Estimated performance	Medium-term targets			
			2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	2018/19	
1.1 To improve administrative and governance systems through efficient corporate services in order to support the delivery of education and to strengthen compliance and accountability	Percentage of Service providers within the procurement unit paid within 30 days.	100%	-	-	-	-	-	100%	100%	100%	
	Percentage of received misconduct cases resolved within 90 days	90%	-	-	50%	75%	80%	85%			
	Percentage of received grievances cases resolved within 30 days	90%	-	-	70%	70%	75%	80%	80%		

Programme Performance Indicator	Reporting period	Annual target 2016/17	Quarterly targets			
			1 st	2 nd	3 rd	4 th
1.1.1 Percentage of Service providers within the procurement unit paid within 30 days.	Annual	100%	100%	100%	100%	100%
1.1.2 Percentage of received misconduct cases resolved within 90 days	Quarterly	80%	80%	80%	80%	80%
1.1.3 Percentage of received grievances cases resolved within 30 days	Quarterly	75%	75%	75%	75%	75%

Reconciling Performance Targets with the Budget and MTEF

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	2018/19
Ministry	22 875	29 748	27 423	25 640	27 163	28 830	29 476	
Departmental Management	53 571	61 831	81 190	65 478	63 756	68 862	71 631	
Corporate Services	72 226	86 114	54 078	50 176	54 227	54 626	57 946	
Office of the Chief Financial Officer	25 301	34 495	55 847	47 515	51 948	54 374	58 538	
Internal Audit and Risk Management	4 317	5 397	5 608	5 370	5 877	6 243	6 596	
Office Accommodation	139 038	148 915	156 653	166 118	174 922	183 668	194 321	
Total	317 328	366 500	380 799	360 297	377 893	396 603	418 553	
Economic Classification								
Current payments	291 017	334 453	363 818	341 700	366 910	385 091	406 374	
Compensation of employees	95 316	114 402	125 057	129 246	135 296	145 212	153 087	
Goods and services	141 919	169 761	189 779	164 930	185 293	191 242	201 829	
Computer services	16 253	18 349	22 080	16 168	17 990	17 135	18 129	
Lease payments	804	941	732	1 222	1 470	1 532	1 631	
Property payments	73 863	84 188	93 063	99 826	119 059	125 067	132 309	
Travel and subsistence	17 622	15 262	16 398	17 906	15 065	16 808	17 805	
Interest and rent on land of which:	51 465	50 290	48 982	47 524	46 321	48 637	51 458	
Transfers and subsidies	12 271	15 421	638	420	195	205	217	
Departmental agencies and accounts	184	167	177	185	195	205	217	
Foreign Government and International Organisations	11 987	15 063	-	-	-	-	-	
Households	108	191	461	235	-	-	-	

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	2018/19
Payments for capital assets	16 391	16 621	16 343	18 177	10 788	11 307	11 962	
Buildings and other fixed structures	6 623	5 700	13 473	14 225	7 216	7 577	8 016	
Machinery and equipment	9 703	10 739	2 870	3 852	3 444	3 596	3 804	
Software and other intangible assets	65	182	-	100	128	134	142	
Payments for financial assets	-	5	-	-	-	-	-	
Total	317 328	366 500	380 799	360 297	377 893	396 603	418 553	

Performance and Expenditure Trends: Programme 1

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

The Department's Compensation of Employees budget has been reduced by R30.7 million for 2017/18 and R48.6 million for 2018/19, as part of Cabinet's decision to lower the national aggregate expenditure ceiling. After consultation with the Department of Public Service and Administration and the National Treasury, the Department will develop and implement a plan to manage its personnel expenditure within its reduced personnel budget.

4.2. PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

Programme Purpose: Develop curriculum and assessment policy and support; monitor and evaluate curriculum implementation.

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

Strategic Objectives:

- Develop and distribute digital content annually to promote e-learning in schools;
- Develop printing and distribution workbooks to schools annually for Grades R to 9 in order to support teaching and learning;
- Monitor and support the implementation of the National Curriculum Statements (NCS) on Reading in Grades R-9 each year in order to improve teaching and learning;
- Develop and review the Mathematics, Science and Technology (MST) Framework to support provinces in improving learner performance in MST subjects; and
- Deliver the Kha Ri Gude Mass Literacy programme to reduce the number of illiterate adults by 4.7 million by end of 2016/17.

Action Plan Goals on Learner Performance

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

Early Childhood Development (ECD)

- 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;
- Mediation and support for implementation of Grade R resource toolkit and workbook;
- Conduct an audit to identify curriculum needs of Grade R practitioners;
- Foundation Phase and Grade R subject advisors will be capacitated to implement the NCS by using the resources effectively;
- Development of a 3-year costed sector plan for the provision of an additional year before Grade R;
- Development of the guidelines for implementation of the National Curriculum Framework (NCF) for Children from Birth to 4;
- Development of training guidelines to support the capacity of provinces to improve the provision of accredited training of practitioners in registered ECD centres;
- Development of advocacy and communication materials for parents, practitioners and civil society;
- Development of integrated monitoring, support and research to support the implementation of the NCF;
- Strengthen inter-sectoral, inter-departmental and inter-provincial collaboration in improving the quality of ECD provisioning related to training and curriculum implementation;
- Enroll Grade R practitioners in either the B.Ed-Foundation Phase or Diploma in Grade R teaching

Learning and Teaching Support Materials (LTSM)

- Conduct research, develop and monitor the provisioning of textbooks for selected subjects and selected grades;
- Gradual development of textbooks for selected subjects and selected grades;
- To ensure that the sector provides 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;
- Limiting titles and price caps to improve value for money and efficiency;

The Department will provide approximately 58.7 million workbooks to learners in public schools in the following grades and subjects:

- Grade R workbooks (one per learner per term);
- Grades 1–3 Mathematics in 11 official languages;
- Grades 1–3 Life Skills in 11 official languages;
- Grades 1–6 Languages in all official languages;
- Grades 1–6 English First Additional Language; and
- Grades 4–9 Mathematics in Afrikaans and English.

The Department aims to fill 100% of workbook orders received from provinces.

Mathematics, Science and Technology Improvement Strategy

- The thrust will be in making sure that all schools offer Mathematics as a subject, and that the number of 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 NSC and
- Technical subjects are to be supported through recapitalised technical secondary schools.

Information and Communication Technology (ICT)

Increasing ICT access and utilisation by learners and teachers in support of curriculum implementation for improved learning outcomes will involve the following actions:

- Monitor and support curriculum innovation throughout the sector;
- Monitor and support ICT infrastructure roll-out to all public schools;
- Develop requirements for cost-effective and appropriate broadband connectivity for schools;
- Monitor and support the provision of connectivity to all public schools;
- Monitor and support the implementation of effective ICT teacher development programmes for teachers;
- Develop and distribute quality digital content for teaching and learning;
- Develop and monitor the implementation of the ICT implementation plan;
- Collaborate with DST, DOC, DTPS, DHET, the private sector and NGOs to increase ICT access and utilisation;
- Monitor the alignment of PEDs' ICT plans to the White Paper on e-Education;
- Monitor the impact of ICT support for curriculum implementation in terms of learner outcomes;

- Develop and ensure implementation of Norms and Standards in line with section 3 and 8 of the National Education Policy Act;
- Develop and implement a strategy to promote the utilisation of data to enhance quality and efficiency; and
- Develop and implement business processes on the work done to inform Norms and Standards.

Inclusive Education

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

- Implementing the Inclusive Education and Home Education policies;
- Monitoring and supporting the implementation of the Curriculum and Assessment Policy Statements (CAPS) for South African Sign Language curricula for Grades R–12;
- Implementing screening, identification, assessment and support (SIAS) policy as a mechanism for early identification of barriers to learning and early intervention;
- Implementing Curriculum Differentiation in order to reduce the dropout rate and to increase the retention rate;
- Monitoring and supporting the implementation of the National Strategy for Learner Attainment (NSLA) including performance in the assigned underperforming districts;
- Developing and ensuring the implementation of Norms and Standards in line with section 3 and 8 of the National Education Policy Act; and
- Strengthening School-Based Assessment (SBA) to enhance teaching practice.

Strategic Objective Annual Targets for 2016/2017 to 2019/2020

Strategic objective	Audited/Actual performance				Estimated performance	Medium-term targets			
	2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	2018/19	2019/20
2.1 Develop and distribute digital content annually to promote e-learning in schools					Distributed 10 Developed 04	Distributed 12 Developed 06	Distributed 15 Developed 08	Distributed 18 Developed 010	
2.2 Develop, print and distribute workbooks to schools annually for Grades R to 9 in order to support teaching and learning					100%	100%	100%	100%	
2.3 Monitor and support the implementation of the National Curriculum Statements (NCS) on Reading in Grades R-9 each year in order to improve teaching and learning					60	60	60	60	
2.4 Develop and review the Mathematics, Science and Technology (MST) Framework to support provinces in improving learner performance in MST subjects.					Lesson plans and teacher guides for all MST subjects identified through Diagnostic Analysis developed	Lesson plans and teacher guides for all MST subjects identified through Diagnostic Analysis developed	Lesson plans and teacher guides for all MST subjects identified through Diagnostic Analysis developed	Lesson plans and teacher guides for all MST subjects identified through Diagnostic Analysis developed	
2.5 Deliver the Kha Ri Gude Mass Literacy programme to reduce the number of illiterate adults by 4.7 million by end of 2016/17					4.7 million illiterate adults reached since 2008				

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance				Estimated performance 2015/16	Medium-term targets		
			2012/13	2013/14	2014/15	2016/17		2017/18	2018/19	
2.1 Develop and distribute digital content annually to promote e-learning in schools	Number of off-line digital content packaged and distributed to provinces	18	-	-	-	-	10	12	15	
	Number of schools per province monitored for utilisation ICT resources	108	-	-	-	-	27 (3 per province)	27 (3 per province)	27 (3 per province)	
	Number of off-line digital content resources developed annually	10					4	6	8	
2.2 Develop, print and distribute workbooks to schools annually for Grades R to 9 in order to support teaching and learning	Percentage of public schools with Home Language workbooks for learners in Grades 1-6	100%	-	-	97%	97-100%	100%	100%	100%	
	Percentage of public schools with Mathematics workbooks for learners in Grades 1-9	100%	-	-	97%	100%	100%	100%	100%	
	Percentage of public schools with workbooks for Grade R	100%	-	-	-	100%	100%	100%	100%	
2.3 Monitor and support the implementation of the National Curriculum Statements (NCS) on Reading in Grades R-9 each year, in order to improve teaching and learning	Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)	80	-	-	-	-	20	20	20	
	Number of schools monitored on the implementation of the reading norms	80	-	-	-	-	20	20	20	
	Number of schools monitored on the implementation of the Incremental Introduction to African languages nationally	80	-	-	-	-	20	20	20	

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance				Estimated performance 2015/16	Medium-term targets		
			2012/13	2013/14	2014/15	2016/17		2017/18	2018/19	
2.4 Develop and review the Mathematics, Science and Technology (MST) Framework to support provinces in improving learner performance in MST subjects	Mathematics Science and Technology lesson plans developed for the Senior and FET Phases	Lesson plans for all MST subjects identified through Diagnostic Analysis developed					Mathematics GR 7, Natural Sciences Gr 7-9 and Physical Science Gr 10-12 lesson plans developed	Technology Gr 7-9 lesson plans developed	Technical Maths and Science Gr 10-12 lesson plans developed	
	Mathematics Science and Technology teacher guides developed for the Senior and FET Phases	Teacher Guides for all MST subjects identified through Diagnostic Analysis developed					Mathematics and Science teacher guides developed for the Senior and FET Phase	Technology Gr 7-9 teacher guides developed	Technical Maths and Science Gr 10-12 teacher guides developed	
	Number of districts visited for monitoring the 1+4 strategy	36					9	9	9	
2.5 Deliver the Kha Ri Gude Mass Literacy programme to reduce the number of illiterate adults by 4.7 million	Number of training centres of CAPS for Technical subjects visited during a training session	14	-	-	-	14	14	14	-	
	Number of schools visited for monitoring CAPS implementation in technical schools	108	-	-	-	-	27	27	27	
	Number of learners enrolled in the Kha Ri Gude programme in 2016/17	4.7 Million learners by 2016/17	-	-	-	561 722	561 722	-	-	
	Number of learners obtaining a National Senior Certificate (NSC) through the Second Chance Programme	50 000	-	-	-	-	10 000	10 000	20 000	

Programme Performance Indicator	Reporting period	Annual target 2016/17	Quarterly targets			
			1 st	2 nd	3 rd	4 th
2.1.1 Number of off-line digital content packaged and distributed to provinces	Annually	10	4	4	-	2
2.1.2 Number of schools per province monitored for utilisation of ICT resources	Quarterly	27	9	9	-	9
2.1.3 Number of off-line digital content resources developed annually	Annual	4	-	-	-	4
2.2.1 Percentage of public schools with Home Language workbooks for learners in Grades 1-6	Annually	100%	-	-	-	100%
2.2.2 Percentage of public schools with Mathematics workbooks for learners in Grades 1-9	Annually	100%	-	-	-	100%
2.2.3 Percentage of public schools with workbooks for Grade R	Annually	100%	-	-	-	100%
2.3.1 Number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA).	Annually	20	05	15	-	-
2.3.2 Number of schools monitored on the implementation of the reading norms	Annually	20	05	15	-	-
2.3.3 Number of schools monitored on the implementation of the Incremental Introduction to African languages (IIAL) nationally	Annually	20	05	15	-	-
2.4.1 Mathematics, Science and Technology lesson plans developed for the Senior and FET Phases	Annually	Mathematics GR 7, Natural Sciences Gr 7-9 and Physical Science Gr 10 - 12 lesson plans developed	-	-	-	Mathematics GR 7, Natural Sciences Gr 7-9 and Physical Science Gr 10-12 lesson plans developed
2.4.2 Mathematics, Science and Technology teacher guides developed for the Senior and FET Phases	Annually	Mathematics and Science teacher guides developed for the Senior and FET Phase	-	-	-	Mathematics and Science teacher guides developed for the Senior and FET Phase
2.4.3 Number of districts visited for monitoring the 1+4 strategy	Bi-annually	9	-	6	-	3
2.4.4 Number of training centres of CAPS for Technical subjects visited during a training session	Bi-annually	14	7	7	-	-
2.4.5 Number of schools visited for monitoring CAPS implementation in technical schools	Quarterly	27	9	9	-	9

Programme Performance Indicator	Reporting period	Annual target 2016/17	Quarterly targets			
			1 st	2 nd	3 rd	4 th
2.5.1 Number of learners enrolling for the Kha Ri Gude Literacy Campaign in 2016/17	Annually	561 722	-	-	-	561 722
2.5.2 Number of learners obtaining a NSC through the Second Chance Programme	Annually	10 000	-	-	-	10 000

Reconciling Performance Targets with the Budget and MTEF Expenditure Estimates

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2012/13	2013/14	2014/15		2015/16	2016/17	2017/18
Programme Management: Curriculum Policy, Support and Monitoring	2 727	2 597	2 988	2 590	3 170	3 365	3 556
Curriculum Implementation and Monitoring	25 985	34 934	306 083	38 265	91 386	145 234	462 082
Kha Ri Gude Literacy Campaign	572 457	598 766	386 956	504 683	450 545	299 530	8 614
Curriculum and Quality Enhancement Programmes	797 737	833 295	989 192	1 299 384	1 390 999	1 461 519	1 544 754
Total	1 398 906	1 469 592	1 685 219	1 844 922	1 936 100	1 909 648	2 019 006
Economic classification							
Current Payments	1 398 167	1 469 024	1 348 241	1 526 683	1 572 656	1 523 507	1 610 637
Compensation of employees	58 970	75 550	73 168	83 224	85 072	81 886	85 311
Goods and services of which:	1 339 197	1 393 474	1 275 073	1 443 459	1 487 584	1 441 621	1 525 326
Agency and support/outsourced services	35 843	33 978	4 707	5 010	5 214	5 811	4 981
Inventory: Learner and teacher support	654 084	576 144	849 174	716 794	1 037 856	1 089 267	698 224
Inventory: stationery and printing	64 695	35 441	33 917	21 667	33 868	35 826	8 961
Travel and subsistence	9 690	8 914	23 013	10 525	22 386	23 881	21 968
Operating expenditure	557 887	721 917	316 439	634 264	342 212	237 875	774 531
Transfers and subsidies	380	296	336 350	317 169	362 568	385 275	407 621

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	2018/19
Provinces and municipalities	-	-	336 159	316 942	362 444	385 145	407 483	
Foreign governments and international organisations	-	-	124	118	124	130	138	
Households	380	296	67	109	-	-	-	
Payments for capital assets	359	272	628	1 070	876	866	748	
Machinery and equipment	346	272	619	1 040	866	856	737	
Software and other intangible assets	13	-	9	30	10	10	11	
Total	1 398 906	1 469 592	1 685 219	1 844 922	1 936 100	1 909 648	2 019 006	

Performance and Expenditure Trends: Programme 2

Ensuring access to high quality learning and teaching support materials is key to improving curriculum delivery. The Department plans to print and distribute approximately 180 million workbooks to schools over the MTEF period at a projected cost of R3.2 billion, funded in the *Curriculum and Quality Enhancement Programmes* subprogramme in the Curriculum Policy, Support and Monitoring programme. The workbooks provide activities that ensure that learners work to the required standard, and assist teachers to pace their work so that all elements of the curriculum can be completed on time. The Department has appointed eight officials on annual renewable contracts at Deputy and Assistant Director levels to assist provinces with project co-ordination and monitoring and to ensure that the correct workbook deliveries are made to districts. These officials, stationed in the provinces, will also investigate and report on any challenges to the correct delivery of workbooks.

The Department will provide equipment and teacher training to improve participation and success rates in Mathematics, Science and Technology, including structured training programmes in Technical Maths and Science for subject advisors and teachers. This is projected to cost 1.2 billion over the MTEF period, and is funded from the Maths, Science and Technology grant in the Curriculum Implementation and Monitoring subprogramme.

Reducing Illiteracy and Increasing the Number of Learners Completing Grade 12 (matric)

The Kha Ri Gude Mass Literacy Programme is aimed at reducing adult illiteracy through teaching learners aged 15 and older basic literacy and numeracy skills in the 11 official languages. Kha Ri Gude reached 3.9 million illiterate adults at a cost of R2.97 billion between the programme's inception in 2008/09 and 2014/15. The Department expects to reach the remainder of the targeted 4.7 million by 2016/17, after which the programme will be phased out and funds redirected to the Second Chance matric programme. This explains the decrease over the medium term in the budget of the Kha Ri Gude Literacy Project subprogramme of the Teachers, Education Human Resources and Institutional Development programme and the increase of 129.4 per cent in the Curriculum Implementation and Monitoring subprogramme of the Curriculum Policy, Support and Monitoring programme, where the Second Chance programme is located.

A new focus for the Department over the medium term is the Second Chance matric programme, which gives learners an opportunity to rewrite the NSC examination. The Department plans to enrol between 10 000 and 30 000 learners in the Second Chance programme by 2018/19. Implementation will cover four areas: direct tuition, technology and electronic media, learner and teacher support materials, and self-study. The pilot will start in 2016/17, offering direct tuition in 2 districts per province at 2 schools per district. The districts selected will be those with a high number of learners qualifying for supplementary examinations. Teachers from the best performing schools in these districts will provide the tuition. About 10 000 of the approximately 120 000 learners who qualify to write the supplementary examinations every year will be involved in the pilot, which will focus on 7 subjects that have a high failure rate. The pilot will reach additional learners through the programme's technology and electronic media activities. The pilot will cost R50 million in 2016/17. These funds will be used for advocacy, to launch and advertise the programme, to reimburse teachers for direct tuition, and to provide learner and teacher support materials.

Ensuring the Adequate Supply of Quality Teachers

4.3. PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT

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

Sub-programmes: Programme Management: Teacher and Professional Development; Labour Relations and Human Resources Planning; Education Human Resources Development; and Curriculum and Professional Development Institute and Educator Performance Management & Development and Whole School Evaluation

Strategic Objectives:

- Monitor the basic functionality of schools and school governing bodies on an annual basis in order to improve school effectiveness and accountability;
- Identify and recruit the youth from all provinces for the Funza Lushaka bursary in order to increase the supply of young teachers in the education system;
- Administer the diagnostic self-assessment tests to Mathematics, English First Additional Language, Physical Sciences and Accounting teachers in order to determine their content training needs;
- To monitor the implementation of performance management systems in Provincial Education Departments (PEDs) annually in order to strengthen accountability of schools and office-based educators; and
- Monitor the implementation of the post provision policy and the model annually per province to ensure that there is an equitable distribution of teachers.

Programme Performance Indicators and Annual Targets for 2016/2017 to 2018/2019

Action Plan Goals on Teacher Supply, Development and Utilisation

- Goal 14 ► Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.
- Goal 15 ► Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.
- Goal 16 ► Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- Goal 17 ► Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
- Goal 18 ► Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
- Goal 19 ► Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
- Goal 20 ► Increase access among learners to a wide range of media, including computers, which enrich their education.
- Goal 21 ► Ensure that the basic annual management process takes place across all schools in the country in a way that contributes towards a functional school environment.
- Goal 22 ► Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.

Teacher Recruitment, Placement and Utilisation

- Attracting young educators into the system has become a necessity in realisation of the aging teacher profile;
- Manage the Funza Lushaka bursary programme;
- Monitoring of the placement of bursary graduates;
- Monitoring the filling of posts including the placement of young and qualified educators;
- Amend the PPM to accommodate curriculum changes; monitor annual implementation of the post provisioning norms; training of PEDs;
- Better and complete placement of Funza Lushaka graduates needs to be strengthened in all provinces;
- 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 and

- The IIAL implementation in 2016 demands for sufficiently trained language teachers.

Teacher Development and Professionalism

- Strengthening and expanding pre-Grade R and Grade R necessitates better training of ECD practitioners to improve the quality of ECD services;
- 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;
- 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 (if implemented by all provinces) will soon put a strain on provincial personnel budgets;
- Development of ICT integration programmes for teachers; Provide Training of Trainers on the programme and Support provinces in cascading the programme and
- Programmes such as Funza Lushaka need to be strengthened at provincial level by ensuring that all Funza Lushaka bursary holders are absorbed so after completion of their studies

Strategic Objective Annual Targets for 2016/2017 to 2019/2020

Strategic objective	Audited/Actual performance				Estimated performance	Medium-term targets			
	2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	2018/19	2019/20
3.1 Monitor the basic functionality of schools and school governing bodies on an annual basis in order to improve school effectiveness and accountability	-	-	-	-	4000 sampled schools	4000 sampled schools	4000 sampled schools	4000 sampled schools	4000 sampled schools
3.2 Identify and recruit the youth from all provinces for the Funza Lushaka bursary in order to increase the supply of young teachers in the education system	11 500	14 500	13 972	13 000	14 000	13 000	13 000	13 000	13 000
3.3 Administer the diagnostic self-assessment tests to Mathematics, English First Additional Language, Physical Sciences and Accounting teachers in order to determine their content training needs	-	-	-	40 000	20 000	40 000	40 000	60 000	
3.4 To monitor the implementation of performance management systems in Provincial Education Departments (PEDs) annually in order to strengthen accountability of school and office based educators	-	-	-	-	6 PEDs monitored (IQMS, & PMDS)	6 PEDs monitored (IQMS, & PMDS)	6 PEDs monitored (IQMS, & PMDS)	6 PEDs monitored (IQMS, & PMDS)	6 PEDs monitored (IQMS, & PMDS)
3.5 Monitor the implementation of the post provision policy and the model annually per province to ensure that there is an equitable distribution of teachers	-	-	-	-	Monitor all nine (9) PEDs	Monitor all nine (9) PEDs	Monitor all nine (9) PEDs	Monitor all nine (9) PEDs	Monitor all nine (9) PEDs

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance				Estimated performance 2015/16	Medium-term targets		
			2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	2018/19
3.1 Monitor the basic functionality of schools and school governing bodies on an annual basis in order to improve school effectiveness and accountability.	Percentage of SGBs that meet minimum criteria in terms of effectiveness in public ordinary schools	90% of sampled SGBs.	52% of sampled SGBs.	55% of sampled SGBs.	60% of sampled SGBs.	70% of sampled SGBs.	50% of sampled SGBs.	70% of sampled SGBs.	80% of sampled SGBs.	
	Percentage of schools producing the minimum set of management documents at a required standard	90% of the 2000 sampled schools	-	-	-	-	60% of the 2000 sampled schools	70% of the 2000 sampled schools	80% of the 2000 sampled schools	
3.2 Identify and recruit the youth from all provinces for the Funza Lushaka bursary in order to increase the supply of young teachers in the education system	Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education.	66 000	11 500	14 500	13 972	13 000	14 000	13 000	13 000	
	Number of teachers participating in the EFAL diagnostic tests	70 000	-	-	-	20 000 EFAL	10 000 EFAL	10 000 EFAL	10 000 EFAL	
3.3 Administer the diagnostic self-assessment tests to Mathematics, English First Additional Language, Physical Sciences and Accounting teachers in order to determine their content training needs Language, Physical Sciences and Accounting from all provinces each year	Number of teachers participating in the Physical Science diagnostic tests	30 000	-	-	-	-	-	10 000 Physical Sciences	10 000 Physical Sciences	
	Number of teachers participating in the Accounting diagnostic tests ¹	30 000	-	-	-	-	-	10 000 Accounting	10 000 Accounting	
	Number of teachers participating in the Mathematics diagnostic tests	70 000	-	-	-	20 000 Mathematics teachers	10 000 Mathematics teachers	10 000 Mathematics teachers	10 000 Mathematics teachers	

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance				Estimated performance 2015/16	Medium-term targets		
			2012/13	2013/14	2014/15	2016/17		2017/18	2018/19	
3.4 To monitor the implementation of performance management systems in Provincial Education Departments (PEDs) annually in order to strengthen accountability of schools and office based educators	Number of schools per province monitored on the implementation of IQMS	3 schools in 6 PEDs monitored annually	-	-	-	-	3 schools in 6 PEDs monitored annually	3 schools in 6 PEDs monitored annually	3 schools in 6 PEDs monitored annually	
	Number of PEDs monitored on the implementation of PMIDS	6 PEDs monitored annually	-	-	-	-	6 PEDs monitored annually	6 PEDs monitored annually	6 PEDs monitored annually	
3.5 Monitor the implementation of the post provision policy and the model annually per province to ensure that there is an equitable distribution of teachers	Number of PEDs that had their post provisioning process assessed for compliance with the post provisioning Norms and Standards	9 PEDs	-	-	-	-	All nine (9) PEDs	All nine (9) PEDs	All nine (9) PEDs	

1 The indicators on the number of teachers participating in Accounting and Physical Science diagnostic tests will only be measured in 2017/18 financial year

Quarterly targets for 2015/2016

Programme Performance Indicator	Reporting period	Annual target 2016/17	Quarterly targets			
			1 st	2 nd	3 rd	4 th
3.1.1 Percentage of SGBs that meet minimum criteria in terms of effectiveness (in sampled schools)	Annual	50% of sampled SGBs.	-	-	-	50% of sampled SGBs
3.1.2 Percentage of schools producing the minimum set of management documents at a required standard	Annual	70% of sampled schools	-	-	-	70% of sampled schools
3.2.1 Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education.	Annual	14 000	-	-	-	14 000
3.3.1 Number of teachers participating in the EFAL diagnostic tests	Annual	10 000	-	-	-	10 000
3.3.2 Number of teachers participating in the Mathematics diagnostic tests	Annual	10 000	-	-	-	10 000
3.4.1 Number of schools per PEDs monitored on the implementation of IQMS	Quarterly	monitor 18 schools in 6 PEDs	6 schools in 2 PEDs monitored	6 schools in 2 PEDs monitored	3 schools 1PED monitored	3 schools in 1 PED monitored
3.4.2 Number of PEDs monitored on the implementation of PMDS	Quarterly	6 PEDs monitored	2 PEDs monitored	2 PEDs monitored	1PED monitored	1 PED monitored
3.5.1 Number of PEDs that had their post provisioning process assessed for compliance with the post provisioning Norms and Standards	Annual	All nine (9) PEDs	-	-	-	All nine (9) PEDs

Performance Targets with the Budget and MTEF Expenditure Estimates

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	2018/19
Programme Management: Teachers, Education Human Resources and Institutional Development	2 486	686	1 476	1 951	2 097	2 240	2 372	
Education Human Resources Management	50 070	51 011	72 511	134 573	78 672	78 549	83 577	
Education Human Resources Development	759 762	954 476	1 216 968	1 014 216	1 068 541	1 122 627	1 189 509	
Curriculum and Professional Development Unit	8 259	4 656	23 507	12 673	14 432	15 868	15 097	
Total	820 577	1 010 829	1 314 462	1 163 353	1 163 742	1 219 284	1 290 555	
Economic classification								
Current payments	140 585	115 587	139 043	92 330	105 688	108 330	115 168	
Compensation of employees	52 894	53 970	62 074	69 056	82 397	83 228	89 318	
Goods and services of which:	87 659	61 617	76 969	23 274	23 291	25 102	25 850	
Communication (G&S)	365	1 185	309	467	337	360	380	
Consultants and special services: business and advisory services	2 294	0	600	3 101	283	299	316	
Inventory: stationery and printing	8 437	1 704	3 193	1 326	2 655	2 828	2 992	
Travel and subsistence	26 978	23 427	32 156	14 444	12 810	14 678	15 319	
Transfers and subsidies	679 694	894 998	1 175 024	1 070 707	1 057 536	1 110 413	1 174 817	
Provinces and Municipalities	-	-	213 000	66 275	-	-	-	
Departmental agencies and accounts	671 912	893 867	947 499	991 084	1 043 611	1 095 792	1 159 348	
Foreign government	-	-	13 930	13 224	13 925	14 621	15 469	
Non-profit institutions	6 000	-	-	-	-	-	-	
Households	1 782	1 131	595	124	-	-	-	
Payments for capital assets	298	244	395	316	518	541	570	
Machinery and equipment	298	244	395	316	518	541	570	
Payments for financial assets	-	-	-	-	-	-	-	
Total	820 557	1 010 829	1 314 462	1 163 353	1 163 742	1 219 284	1 290 555	
Departmental agencies and accounts	671 912	893 867	947 499	991 084	1 043 611	1 095 792	1 159 348	

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	2018/19
National Student Financial Aid Scheme	671 912	893 867	947 499	991 084	1 043 611	1 095 792	1 159 348	
Household Social benefits current	1 782	1 131	595	124	-	-	-	
Employee Social benefits	1 782	1 131	595	124	-	-	-	
Foreign government and international government	22	27	13 930	13 224	13 925	14 621	15 469	
United Nations Educational, Scientific and Cultural Organization	-	-	13 815	13 191	13 890	14 585	15 431	
Association for the Development of Education of Education in Africa	22	27	115	33	35	36	38	
Provinces and Municipalities								
Occupational Specific Dispensation for sector therapist grant			213 000	67 000				
Non-profit institutions	6 000						-	
International Mathematics Olympiad	6 000							

Performance and Expenditure Trends: Programme 3

The Department aims to increase the number of qualified teachers aged 30 and below entering the public service from 8 000 in 2014/15 to 10 800 in 2018/19. The Department expects to award 38 000 Funza Lushaka bursaries over the medium term at a cost of R3.3 billion to prospective teachers in priority subject areas such as Mathematics, Science and Technology. The allocation for the bursaries' increases by inflation, but the President has proclaimed a zero increase in university fees in 2016. Hence, the allocation can support 500 more bursaries (14 000) than the initial target of 13 500 for 2016/17. These bursaries are provided through the National NSFAS, funded by transfers from the Department through the Education Human Resources Development subprogramme in the Teachers, Education Human Resources and Institutional Development programme.

4.4. PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT

Programme Purpose: to promote education quality and effective service delivery in the basic education system through monitoring and evaluation, planning and assessment.

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

Strategic Objectives:

- Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the National Examinations and Assessments conducted periodically;
- Provide basic infrastructure services (water, sanitation and electricity) and replace schools built using inappropriate materials on an annual basis in order to improve the conditions under which learners are taught;
- To promote the functionality of schools through institutionalising a standardised school administration system, designed to assist with school management and reporting to a national information system; and
- Mentor and assess the performance of districts on an annual basis in order to strengthen the capacity of districts to support schools.

Programme Performance Indicators and Annual Targets for 2016/2017 to 2018/2019

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.

The realisation of these goals is rooted in the work done within this programme in the core policy areas of:

- (a) Assessments;
- (b) School funding and infrastructure;
- (c) Education information systems; and
- (d) Programme management information systems.

Annual National Assessment and National Senior Certificate Examinations

- 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;
- 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;
- Strengthening interventions to support progressed and retained (repeaters) learners in Grade 9 (Subject profiles and subject improvement plans);
- Monitor and ensure that provinces mediate diagnostic reports and incorporate findings in the improvement plans;
- Monitor learner performance through analysing Evidence Based Reports;
- Collate and analyse assessment item banks for content subjects in Grades 1-9 for all subjects;
- Provincial quarterly audits on School Based Assessment (SBA) and analysis of assessment exemplars and interventions for Grades R to 9 will be reported through the NSLA;
- ANA Framework for improvement of Grades 1-9 in Languages;
- Mediation of ANA diagnostic report and Framework with key stakeholders;
- Report on interventions to strengthen ANA results in collaboration with key stakeholders and
- Diagnostic analysis compiled of learner performance in Languages annually and plan appropriate interventions.

Educational Management Information Systems (EMIS)

The Department develops and maintains an Integrated Education Management Information System (EMIS) based on individual learner records through the implementation of business application and support; data management and quality assurance; reporting; publication and information dissemination; business analysis; policy monitoring and government partnerships; and management of EMIS projects. EMIS responsibilities include:

- Publication of the annual Education Statistics in South Africa report, and the preliminary release of annual 10th School Day learner data (School Realities);
- Publishing the Register of Schools (master list) updated four times per annum and posted on the DBE website as stipulated in the standard;
- The development and maintenance of a national Education Management Information System for the Schools (Ordinary and SNE) and Early Childhood Development (ECD);
- Development and provision of education management advice to PEDs on information systems;
- Development of a strategy, and facilitation of capacity development and training on the Education Management Information System;
- Facilitation of the development of national policy and guidelines on education management information systems;
- Processing and disseminating education and training data; and
- Providing technical assistance for monitoring the performance of the education and training system.

Financial Planning, Economic Analysis and Provincial Budget Monitoring

The Department will ensure the effective monitoring of PEDs' budgets and spending in line with their Annual Performance Plans and Strategic Plans and will ensure that education Norms and Standards for funding policies are developed and monitored.

The Department ensures effective monitoring of PEDs' budget allocation and spending in line with Annual Performance Plans:

- Collect, analyse, and consolidate monthly expenditure reports of PEDs and ensure compliance thereof with PFMA and Division of Revenue Act;
- Compile monthly reports and submit to the Director-General, the Deputy Minister and the Minister on the expenditure outcomes of provincial education Departments;
- To ensure education Norms and Standards funding policies are developed and monitored; and
- To ensure improved quality of PEDs' budgets and funding education priorities.

Grant Management

The DBE contributes to the realisation of Outcome 1: Improved quality of basic education by managing, co-ordinating, monitoring, evaluating and reporting on donor and conditional grant funding; compliance by the PEDs with bilateral financial agreements, Division of Revenue Act (DORA), as well as Treasury Practice Notes, in relation to discharging responsibilities as the national transferring authority of basic education conditional grants. Provincial monitoring and support visits are undertaken in order to support PEDs in the quest to obtain clean audits by identifying and dealing with bottlenecks inhibiting the uptake of conditional grant funds, and thus improving performance.

Physical Planning

South African public schools' infrastructure backlog remains 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 structures;
- Prioritising the provision of basic services to schools (water, sanitation and electricity);
- Implementation and adherence to the Infrastructure Norms and Standards in all new projects (this may make some projects more costly than before);
- Progressive maintenance and provision of school furniture for each learner; and
- Developing and supporting the roll-out of a school maintenance strategy for schools to maintain upgraded structures.

During 2013 the Department released the Regulations relating to Norms and Standards for Public Schools Infrastructure. This puts the country on a much better footing to deal with the complex matter of standards and targeting in the improvement of school infrastructure. The regulations envisage four key goals:

- By 2016, all schools should meet minimum standards with respect to water, toilets, electricity and the materials used for school buildings;
- By 2020, all schools should have at least a minimum number of classrooms, relative to enrolments, as well as electronic connectivity and perimeter fencing;
- By 2023, all schools should have the required libraries and laboratories; and

- By 2030, all remaining standards should have been met. Accelerated Schools Infrastructure Delivery Initiative (ASIDI) schools will comply with all standards and thus serve as models and the testing ground for the policy. Part of the challenge in moving forward is to sustain the momentum of current initiatives. Over the MTSF the Department will emphasise maintenance, reporting and the introduction of more innovative approaches, to achieve greater success in the delivery of school infrastructure.

Accelerated Schools Infrastructure Delivery Initiative (ASIDI)

The objective of the ASIDI programme is to address the schools infrastructure backlog in all schools that do not meet the basic safety Norms and Standards and those constructed from inappropriate material, schools without basic services will be provided with water, sanitation, electricity and fencing. These schools were identified in consultation with the Provincial Education Departments (PEDs).

The ASIDI initiative is funded from the School Infrastructure Backlog Grant (SIBG) which is a Schedule 7 Grant to Provinces. The implementation of the ASIDI programme started in 2011. The plan herein outlines implementation of the programme for the remainder of the period.

The programme is driven by the DBE which has established a Programme Support Unit (PSU) to support the Programme Manager.

National Education Collaboration Trust (NECT)

The five programmes of the National Education Collaboration Trust (NECT) have been conceptualised, planned and programmed, and have been under adoption for the past year. Much has been accomplished in each of the programmes during this period. In spite of its accomplishments and in spite of the positive feedback from many clients and stakeholders, some challenges persist. These challenges have warranted deep reflection on each of the programmes. The NECT has engaged with clients, Lead Agents, the DBE and other stakeholders in seeking to overcome challenges and craft a way forward. This process has signalled the need to revisit the programmes of the NECT at both a strategic level and a technical level. In this respect, decisions must be made regarding the realignment of the programmes and in respect to the manner in which the programmes are implemented. The core consideration is the need to sharpen and focus programme delivery so the maximum output could be achieved for the resources invested.

The strategy meeting of the NECT is intended to engender reflection and discussion on the status of each of the programmes as a basis for restructuring and focusing delivery where necessary.

Partnerships

Partnerships in Education delivery are critical to close the gaps that cannot be met due to financial constraints and can be achieved through strengthening partnerships with other stakeholders to improve the delivery of education through collaboration. In 2014/15 the DBE forged partnerships that benefited DBE with R8 500 000.

Quality Learning and Teaching Campaign (QLTC)

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

Project Management

The Project Management administers and manages the processes relating to Donor funding and the related projects. The current mandate is to ensure that the European Union (EU) donor funding that has been earmarked for the Primary Sector Policy Support Programme (PrimED-SPSP) is properly administered and that appropriate control measures are in place to ensure compliance.

The Department received the fourth tranche financing during the 2014/15. The fifth tranche application was submitted, approved and the funding was transferred into the Reconstruction and Development Programme (RDP) account at the National Treasury with a total amount of Euro 13 090 000, that is now available for the Department's usage in 2015/16. From 2014 – 2021, there will be a phase of development corporation support that will take the form of the Multi-Annual Indicative Programme (MIP). The Department can only access the MIP after the finalisation of the PrimED-SPSP financing agreement in 2017.

The South African National Commission for UNESCO

The South African National Commission for UNESCO will continue to co-ordinate and monitor the implementation of post-UNESCO General Conference obligations and serve as a liaison agency with government Departments, statutory bodies, parastatals, non-government organisations, education institutions and the South African public, working for the advancement of education, culture, science, communication and information.

International Relations and Multilateral Affairs (IR&MA)

The most common diplomatic endeavour between countries happens at a bilateral level. Bilateral engagements provide direct access to our partner countries in the region, the continent and the world, thus enabling us to structure mutually beneficial relations from a developmental perspective. The DBE will continue with bilateral engagements that of the benefit to the basic education sector.

Districts

The Department will continue to co-ordinate, monitor and support education districts by strengthening the regulatory environment and the capacity of district offices. The Ministerial regular engagements with districts will continue to be a platform of sharing good practices and to tackle challenges in the sector.

Strategic objective	Audited/Actual performance				Estimated performance	Medium-term targets			
	2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	2018/19	2019/20
4.1 Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the national Examinations and assessments conducted annually	<ul style="list-style-type: none"> • National ANA report • ANA Diagnostic report • NSC Technical Report; • NCS Detailed Schools statistics Report; • NSC Diagnostic report in selected subjects 	<ul style="list-style-type: none"> • National ANA report • ANA Diagnostic report • NSC Technical Report; • NCS Detailed Schools statistics Report; • NSC Diagnostic report in selected subjects 	<ul style="list-style-type: none"> • National ANA report • ANA Diagnostic report • Annual ANA District Report • NSC Technical Report; • NCS Detailed Schools statistics Report; • NSC Diagnostic report in selected subjects 	<ul style="list-style-type: none"> • National ANA report • ANA Diagnostic report • Annual ANA District Report • NSC Technical Report; • NCS Detailed Schools statistics Report; • NSC Diagnostic report in selected subjects 	<ul style="list-style-type: none"> • National ANA Report • ANA Diagnostic report on selected subjects • NSC Examinations Report • NSC Schools statistics Report; • NSC Diagnostic Report in selected subjects; • NSC Schools Subject Report • Senior Certificate Report 	<ul style="list-style-type: none"> • National ANA Report • ANA Diagnostic report on selected subjects • NSC Examinations Report • NSC Schools statistics Report; • NSC Diagnostic Report in selected subjects; • NSC Schools Subject Report • Senior Certificate Report 	<ul style="list-style-type: none"> • National ANA Report • ANA Diagnostic report on selected subjects • NSC Examinations Report • NSC Schools statistics Report; • NSC Diagnostic Report in selected subjects; • NSC Schools Subject Report • Senior Certificate Report 	<ul style="list-style-type: none"> • National ANA Report • ANA Diagnostic report on selected subjects • NSC Examinations Report • NSC Schools statistics Report; • NSC Diagnostic Report in selected subjects; • NSC Schools Subject Report • Senior Certificate Report 	<ul style="list-style-type: none"> • National ANA Report • ANA Diagnostic report on selected subjects • NSC Examinations Report • NSC Schools statistics Report; • NSC Diagnostic Report in selected subjects; • NSC Schools Subject Report • Senior Certificate Report
4.2 Provide basic infrastructure services (water, sanitation, electricity) and replace schools built using inappropriate materials on an annual basis in order to improve the conditions under which learners are taught					1224 projects implemented	60 projects implemented			

Strategic objective	Audited/Actual performance				Estimated performance	Medium-term targets			
	2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	2018/19	2019/20
4.3 To promote the functionality of schools through institutionalising a standardised school administration system, designed to assist with school management and reporting to a national information system						98%	100%	100%	100%
4.4 Mentor and assess the performance of districts on an annual basis in order to strengthen the capacity of districts to support schools	-	-	All targeted districts supported	All targeted districts supported	All targeted districts supported	All targeted districts supported	All targeted districts supported	All targeted districts supported	All targeted districts supported

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance			Estimated performance 2015/16	Medium-term targets		
			2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
4.1 Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the national Examinations and assessments conducted annually	Number of ANA reports produced.	2 Reports • National ANA report • Diagnostic report	• National ANA report • Diagnostic report	• National ANA report • Diagnostic report	• National ANA report • Diagnostic report • Annual ANA district report	2 Reports • National ANA Report • ANA Diagnostic report on selected subjects	2 Reports • National ANA Report • ANA Diagnostic report on selected subjects	2 Reports • National ANA Report • ANA Diagnostic report on selected subjects	
	A bank of Language and Mathematics test items for grade 3, 6 & 9 developed	-	-	-	-	100 items developed per grade and subject	150 items developed per grade and subject	200 items developed per grade and subject	

2 ANA is being remodelled, and if these assessments are not written annually the targets for the remaining years will be adjusted accordingly .

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance				Estimated performance 2015/16	Medium-term targets					
			2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	2018/19			
4.2 Provide data on learner performance through the setting of question papers, administering the examinations and data analysis of the national Examinations and assessments conducted periodically	Number of NSC and SC reports produced	4 National Exam Reports on learner performance in Grade 12: <ul style="list-style-type: none"> • Technical Report; • Detailed Schools statistics Report; • Diagnostic report in selected subjects; and • Report on schools statistics indicating 3-year performance in selected subjects. 	3 National Exam Reports on learner performance in Grade 12: <ul style="list-style-type: none"> a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and 	4 National Exam Reports on learner performance in Grade 12: <ul style="list-style-type: none"> a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and d. Report on schools statistics indicating 3-year performance in selected subjects. 	4 National Exam Reports on learner performance in Grade 12: <ul style="list-style-type: none"> a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and d. Report on schools statistics indicating 3-year performance in selected subjects. 	4 National Exam Reports on learner performance in Grade 12: <ul style="list-style-type: none"> a. Technical Report; b. Detailed Schools statistics Report; c. Diagnostic report in selected subjects; and d. Report on schools statistics indicating 3-year performance in selected subjects. 	5 Reports <ul style="list-style-type: none"> • NSC Examinations Report • NSC Schools statistics Report; • NSC Diagnostic Report in selected subjects; • NSC Schools Subject Report • Senior Certificate Report 	5 Reports <ul style="list-style-type: none"> • NSC Examinations Report • NSC Schools statistics Report; • NSC Diagnostic Report in selected subjects; • NSC Schools Subject Report • Senior Certificate Report 	5 Reports <ul style="list-style-type: none"> • NSC Examinations Report • NSC Schools statistics Report; • NSC Diagnostic Report in selected subjects; • NSC Schools Subject Report • Senior Certificate Report 	5 Reports <ul style="list-style-type: none"> • NSC Examinations Report • NSC Schools statistics Report; • NSC Diagnostic Report in selected subjects; • NSC Schools Subject Report • Senior Certificate Report 	358 question papers set annually for NSC and SC	358 question papers set annually for NSC and SC	358 question papers set annually for NSC and SC

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance				Estimated performance 2015/16	Medium-term targets		
			2012/13	2013/14	2014/15	2016/17		2017/18	2018/19	
4.3 Provide basic infrastructure (water, sanitation, electricity) and replace schools built using inappropriate materials on an annual basis in order to improve the conditions under which learners are taught	Number of new schools built and completed through ASIDI ³	178	17	36	58	59	59	60		
	Number of schools provided with sanitation facilities through ASIDI.	370	188	69	114	105	265	-	-	
	Number of schools provided with water through ASIDI.	739	156	56	169	459	280	-	-	
4.4 To promote the functionality of schools through institutionalising a standardised school administration system, designed to assist with school management and reporting to a national information system	Number of schools provided with electricity through ASIDI.	625	144	77	68	5	620	-	-	
	Percentage of public schools using the standardised school administration system, SA-SAMS for reporting	100%	-	81%	95%	96%	98%	100%	100%	
	Percentage of learners from public schools that are successfully uploaded onto LURITS.	100%		84%	94%	96%	99%	100%	100%	

3 ASIDI Funding ends in 2017/18 and the remaining 221 projects out of 510 to be completed by provinces in the outer years of ASIDI.

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance			Estimated performance 2015/16	Medium-term targets		
			2012/13	2013/14	2014/15		2016/17	2017/18	2018/19
4.5 Mentor and assess the performance of districts on an annual basis in order to strengthen the capacity of districts to support schools	Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme.	138	-	-	31	24	30	30	30
			45 %	50%	55 %	59 %	67 %	71%	
	Percentage of principals rating the support of district offices as satisfactory.	75 %	-	-	65%	75%	85%	90%	
	Percentage of district managers assessed against developed criteria.	95%	-	-	-	-	-	-	-

Quarterly Targets for 2015/2016

Programme Performance Indicator	Reporting period	Annual target 2016/17	Quarterly targets			
			1 st	2 nd	3 rd	4 th
4.1.1 Number of ANA reports produced.	Annually	2	-	-	-	2
4.1.2 A bank of Language and Mathematics test items for Grade 3,6 and 9 developed	Annually	100	-	-	-	100
4.2.1 Number of NSC and SC reports produced	Annually	5	-	-	-	5
4.2.2 Number of question papers set annually for NSC and SC	Annually	358	-	-	-	358
4.3.1 Number of new schools built and completed through ASIDI	Annually	59	-	-	-	59
4.3.2 Number of schools provided with sanitation facilities through ASIDI	Annually	265	-	-	-	265
4.3.3 Number of schools provided with water through ASIDI	Annually	280	-	-	-	280
4.3.4 Number of schools provided with electricity through ASIDI	Bi-annually	620	-	310	-	310
4.4.1 Percentage of public schools using the standardized school administration system, SA-SAMS for reporting	Quarterly	98%	96%	97%	98%	98%
4.4.2 Percentage of learners from public schools that are successfully uploaded on to LURITS	Quarterly	99%	96%	97%	98%	99%
4.5.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme	Annually	30				30
4.5.2 Percentage of principals rating the support of district offices as satisfactory	Annually	63%				63%
4.5.3 Percentage of district managers assessed against developed criteria	Annually	75%				75%

Reconciling performance targets with the Budget and MTEF Expenditure estimates

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2012/13	2013/14	2014/15	2015/2016		2016/2017	2017/18	2018/19
Programme Management: Planning Information and Assessment	2 253	2 576	2 896	2 615	3 064	3 269	3 456	
Information Management Systems	27 969	25 589	47 111	40 529	43 906	47 476	50 046	
School Infrastructure	6 675 892	8 048 681	9 878 095	11 409 038	11 997 338	12 798 019	13 521 114	
National Assessments and Public Examination	159 820	296 063	378 317	416 157	338 990	363 460	393 373	
National Education Evaluation and Development Unit	17 084	21 100	26 281	22 345	22 330	15 515	15 645	
Planning and Delivery Oversight Unit	14 855	41 600	96 175	83 348	94 548	115 436	123 117	
Total	6 897 873	8 435 609	10 428 875	11 974 032	12 500 176	13 334 175	14 106 751	
Economic Classification								
Current Payments	192 464	308 346	514 756	518 568	448 796	329 780	352 965	
Compensation of employees	86 449	94 571	120 449	123 442	129 204	127 459	131 523	
Goods and Services of which:	106 015	213 775	394 307	395 126	319 592	202 321	221 442	
Computer services	29 416	41 047	43 621	24 326	41 281	43 078	45 460	
Consultants and professional services: business and advisory services	873	2 419	73 619	74 310	114 212	4 948	5 379	
Inventory: stationery and printing	2 180	3 008	3 021	59 777	72 482	83 362	94 737	
Travel and subsistence	50 074	78 389	45 122	49 804	59 248	46 059	51 019	
Transfers and subsidies	5 844 913	6 756 313	7 500 403	9 527 616	9 807 755	13 002 844	13 572 185	
Provinces and municipalities	5 802 390	6 643 267	7 326 584	9 354 443	9 613 692	12 780 435	13 511 560	
Departmental agencies and accounts	42 330	97 662	107 854	112 705	118 678	124 612	131 839	
Foreign govern			2 600		3 265	3 571	3 295	
Non Profit institutions		15 000	63 000	60 000	72 120	94 226	105 491	
Households	193	383	365	468	-	-		

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000			
	2012/13	2013/14	2014/15	2015/2016		2016/2017	2017/18	2018/19	
Payments for capital assets	860 496	1 370 950	2 408 716	1 927 484	2 243 625	1 551	1 601		
Building and other fixed structure	859 628	1 370 124	2 407 887	1 926 310	2 242 143	-	-		
Machinery and equipment	868	812	829	1 538	1 482	1 551	1 601		
Software and other intangible assets	-	14	-	-	-	-	-		
Payments for financial assets	-	-	5 000	-	-	-	-		
Total	6 897 873	8 435 609	10 428 875	11 974 032	12 500 176	13 334 175	14 106 751		
Departmental agencies and accounts	42 330	97 662	107 354	112 705	118 678	124 612	131 839		
Umalusi Council for Quality Assurance and Further Education and Training Human Resources Research Council	42 330	97 662	107 354	112 705	118 678	124 612	131 839		
Household Social benefits current	193	383	365	468					
Employee Social benefits	193	383	365	468					
Foreign govern and international organizations			2 600		3 265	3 571	3 295		
Southern and Eastern Consortium for Monitoring Education Quality			2 600		3 265	3 571	3 295		
Current	-	15 000	63 000	60 000	72 120	94 226	105 491		
National Initiative to improve learning outcomes	-	15 000	63 000	60 000	72 120	94 226	105 491		
Provincial Revenue Funds									
Capital	5 802 390	6 643 267	7 326 584	9 354 443	9 613 692	12 780 435	13 511 560		
Education Infrastructure Grant	5 802 390	6 643 267	7 326 584	9 354 443	9 613 692	12 780 435	13 511 560		

Performance and Expenditure Trends: Programme 4

Sub-outcome 2 (improve the quality of teaching and learning through the provision of infrastructure and learning materials) of Outcome 1 (quality basic education) of the 2014-2019 MTSF commits government to invest in school infrastructure and school maintenance, and to ensure that every school meets the required Norms and Standards for effective learning and teaching. Infrastructure activities account for the bulk of the Department's spending over the medium term, particularly in the *Planning, Information and Assessment programme*.

Through the school infrastructure backlogs grant, the Department expects to have replaced 510 inappropriate and unsafe schools, and provided water to 1 120 schools, sanitation to 741 schools and electricity to 916 schools across South Africa by 2018/19. R2.4 billion is allocated for this purpose in 2016/17 in the Infrastructure subprogramme. The School Infrastructure Backlogs Grant will shift to the Education Infrastructure Grant from 2017/18. This grant is transferred to provinces and explains the decrease in the Department's budget for buildings and other fixed structures over the medium term. R35.9 billion over the medium term is allocated to provinces through the education infrastructure grant. A funding window will be provided in the Education Infrastructure Grant for the completion of School Infrastructure Backlogs projects contracted by the national Department prior to the shifting of the funds. Projects include building new schools, upgrading and maintaining existing infrastructure, and providing school furniture. The balance of the funds will be used for specific purposes such as school maintenance or to replace unsafe structures at schools.

The Department has issued minimum Norms and Standards for school infrastructure, which all schools are expected to meet by March 2017. The Education Infrastructure Grant to provinces provides funding for meeting these Norms and Standards, and the provinces make co-contributions.

One of the education sector's goals is to assess the quality of teaching and learning below grade 12, with the aim of identifying schools that need support and the type of support they need. This is in line with sub-outcome 3 (conducting regular Annual National Assessments to track performance across the system) of the 2014-2019 medium term strategic framework. Over the medium term, the Department's ANAs process will track the progress of approximately 9 million learners. The Department will set, print and moderate question papers for the NSC examinations and the ANA, which accounts for the high proportion of expenditure on travel and subsistence (for examiners and moderators) and stationery and printing in the National Assessments and Public Examinations subprogramme in the Planning, Information and Assessment programme over the medium term. This allocation has been reduced by R 300 million over the MTEF period, as part of the Cabinet decision to lower the national aggregate expenditure ceiling. The Department will use the R376.3 million that has been set aside over the period for the annual national assessments to administer the assessments. A new model for this process is under discussion.

4.5. PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

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

Sub-programmes are: Programme Management: Educational Enrichment Services; Care and Support in Schools; and Partnership in Education.

Strategic Objectives:

- To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners;
- Promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning; and
- Monitor the implementation of the National School Safety Framework (NSSF) in 185 Hot Spot Schools by 2019/20 in order to attain safe, caring and violence-free school environments.

Action Plan Goal on Learner Well-Being

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

Learner Well-Being

In its quest to improve its programmes on learner wellness, the Department of Basic Education is also strengthening the psychosocial support programme to ensure that learners who experience psychological, emotional and social problems are supported. The overall aim is to strengthen the capacity of provinces, districts and schools to institutionalise/mainstream Psychosocial Support Services.

For the financial year 2016/2017, the Department will:

1. Finalise and approve the DBE draft Strategy on Psychosocial Support for Learners, together with its Monitoring and Evaluation Plan;
2. Co-brand with the Department of Social Development the Children Services Directory, and print and distribute to hot spots in the NECT districts, for use by schools;
3. Train Provincial Trainers on supporting traumatised learners; and
4. Facilitate the placement by Higher Education Institutions of senior social work and psychology students in schools, as part of their training, to render support to schools.

Safety

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

School Sport and Enrichment

The Department will work with different partners to ensure that learners participate in co-curricular and enrichment activities. Training of adjudicators, data capturers and Farm school choir conductors will be undertaken to ensure that the Department stages and hosts the 2016 South African Schools Choral Eisteddfod (SASCE).

Social Cohesion

Since 1994, South Africa has faced particular challenges relating to the building of a peaceful democracy, watched closely by the rest of the world. The apartheid past was characterised by racial intolerance, state-sponsored political violence and mass resistance. The current democratic government has attempted to address transformation through changes to legislation, redress and fundamental shifts in the education system. The education system bears a particular responsibility in building a peace-loving society, with a shared sense of national identity and greater social cohesion.

In its effort to build social capital and foster greater social cohesion in schools and communities, the Department uses several platforms and opportunities to engage young people on the issues of values in society, and how these values form the basis for harmony, peace and well-being of the nation. Hence, the Department provides support and content to the key pillars of education, namely curriculum, teacher development and, enrichment and extracurricular programmes. In terms of curriculum support, content on human rights, nation building and constitutional awareness is provided for workbooks, while in terms of training, support is provided for teachers in addressing gender-based violence in schools, implementing the Oral History competition and the Bill of Responsibilities in the classroom, among others. The following key programmes are being implemented in partnership with other government Departments and external partners: the Nkosi Albert Luthuli Oral History Competition, the Schools Moot Court Competition, the Youth Citizen Action Programme, the Techno Girls Empowerment Programme and the Schools Democracy Programme.

Strategic Objectives and Five-Year Targets

Strategic objective	Audited/Actual performance					Estimated performance	Medium-term targets		
	2012/13	2013/14	2014/15	2015/16	2016/17		2017/18	2018/19	2019/20
5.1 To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners	-	-	33 Districts	35 Districts	43 Districts	53 Districts	63 Districts	81 Districts	
5.2 Promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning					Monitor and host: <ul style="list-style-type: none"> ➤ SASCE ➤ School Sport Events ➤ Spelling Bee ➤ Reading Clubs ➤ Moot Court programme ➤ Nkosi Albert Luthuli Oral History Competition ➤ Bill of Responsibility programmes 	Monitor and host: <ul style="list-style-type: none"> ➤ SASCE ➤ School Sport Events ➤ Spelling Bee ➤ Reading Clubs ➤ Moot Court programme ➤ Nkosi Albert Luthuli Oral History Competition ➤ Bill of Responsibility programmes 	Monitor and host: <ul style="list-style-type: none"> ➤ SASCE ➤ School Sport Events ➤ Spelling Bee ➤ Reading Clubs ➤ Moot Court programme ➤ Nkosi Albert Luthuli Oral History Competition ➤ Bill of Responsibility programmes 	Monitor and host: <ul style="list-style-type: none"> ➤ SASCE ➤ School Sport Events ➤ Spelling Bee ➤ Reading Clubs ➤ Moot Court programme ➤ Nkosi Albert Luthuli Oral History Competition ➤ Bill of Responsibility programmes 	
5.3 Monitor the implementation of the NSSF in 185 Hot Spot Schools by 2019/20 in order to attain safe, caring and violence-free school environments	-	-	-	-	Hot Spot Schools monitored	Hot Spot Schools monitored	Hot Spot Schools monitored	Hot Spot Schools monitored	Hot Spot Schools monitored

A. Performance Indicators and MTEF Targets

Strategic Objective	Programme Performance Indicator	Strategic Plan Target	Audited/Actual performance				Estimated performance 2015/16	Medium-term targets		
			2012/13	2013/14	2014/15	2016/17		2017/18	2018/19	
5.1 To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners	Number of schools monitored for the provision of nutritious meals	470	-	-	-	-	150	130	110	
5.2 Promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning	Number of adjudicators, data capturers and Farm school conductors trained in SASCE programmes	4 500	-	-	-	900	900	900	900	
	Number of learners participating in social cohesion programmes.	30 500	-	-	-	5 000	5000	6 000	7 000	
5.3 Monitor the implementation of the NSSF in 185 Hot Spot Schools by 2019/20 in order to attain safe, caring and violence-free school environments	No of Hot Spot Schools monitored towards Implementation of the NSSF	185	-	-	-	46	46	46	47	

B. Quartely Targtes for 2016/17

Programme Performance Indicator	Reporting period	Annual target 2016/17	Quarterly targets			
			1 st	2 nd	3 rd	4 th
5.1.1 Number of schools monitored for the provision of nutritious meals	Quarterly	150	10	60	50	20
5.2.1 Number of adjudicators, data capturers and Farm school conductors trained in SASCE programmes	Annual	900	-	-	-	900
5.2.2 Number of learners participating in social cohesion programmes.	Annual	6 000	-	-	-	6 000
5.3.1 Number of <i>Hot Spot</i> Schools monitored towards Implementation of the NSSF	Annual	46	12	11	12	11

Reconciling Performance Targets with the Budget and MTEF Expenditure Estimates

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2012/13	2013/14	2014/15	2015/16		2016/17	2017/18	2018/19
Programme Management: Educational Enrichment Services	3 023	3 218	2 438	2 822	3 003	3 945	4 174	
Partnership in Education	11 555	9 867	20 487	23 087	24 905	27 187	28 707	
Care and Support in Schools	5 436 622	5 715 479	5 696 623	5 917 963	6 263 776	6 580 197	6 961 850	
Total	5 451 200	5 728 564	5 719 548	5 943 822	6 291 684	6 611 329	6 994 731	
Economic classification								
Current payments	47 368	44 686	44 864	49 391	54 447	59 325	62 712	
Compensation of employees	31 581	33 229	31 996	34 980	40 174	44 211	46 714	
Goods and services	15 787	11 457	12 868	14 411	14 273	15 114	15 998	
Assets less than the capitalisation threshold	21	37	20	37	27	31	33	
Agency and Support/outsourced services	2 459	179	47	1 025	58	63	67	
Inventory: stationery and printing	2 421	1 217	1 952	1 395	2 206	2 335	2 471	
Travel and subsistence	7 850	6 776	6 156	7 138	7 102	7 518	7 959	
Transfers and subsidies	5 403 625	5 683 296	5 674 310	5 894 227	6 236 919	6 551 682	6 931 680	
Provinces and municipalities	5 403 463	5 683 021	5 674 053	5 894 111	6 236 861	6 551 621	6 931 615	
Non-profit institutions	50	50	53	55	58	61	65	
Household	112	147	204	61	-	-	-	
Payments for capital assets	207	445	374	204	318	322	339	
Machinery and Equipment	207	445	322	204	318	322	339	
Software and other intangible assets	-	-	52-	-	-	-	-	
Payments for financial assets	-	137	-	-	-	-	-	
Total	5 451 200	5 728 564	5 719 548	5 943 822	6 291 684	6 611 329	6 994 731	

Sub-Programme	Audited Outcomes R'000					Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2012/13	2013/14	2014/15	2015/16	2016/17		2017/18	2018/19	
Details of selected transfers and subsidies									
Current	-	-	-	-	-				
Employees' social benefits	112	225							
Transfers	5 109 141	5 376 861	5 674 053	5 894 111	6 236 861	6 551 621	6 931 615		
National School Nutrition Programme	4 906 464	5 173 081	5 461 915	5 685 381	6 006 012	6 306 313	6 672 079		
HIV and AIDS (Life Skills Educators) Grant	202 677	203 780	212 138	208 730	230 849	245 308	259 356		
Current	50	50	53	55	58	61	65		
Childline South Africa	50	50	53	55	58	61	65		

Performance and Expenditure Trends: Programme 5

The bulk of the Department's contribution in this programme is through conditional grant transfers to provinces, with the National School Nutrition Programme (NSNP) in the Care and Support in Schools sub-programme being the key initiative aimed at improving access and learning.

The Department's National School Nutrition Programme will continue to contribute to the National Development Plan's priority of eliminating poverty and supporting food security by providing meals to 19 800 schools each year. This is projected to cost R19 billion over the MTEF period through the National School Nutrition Programme grant in the Educational Enrichment Services programme.

PART C: LINKS TO OTHER PLANS

The Action Plan to 2019: Towards the Realisation of Schooling 2030, and the sectoral Basic Education Delivery Agreement for Outcome 1: *Improved quality of basic education*, will be the strategic drivers of all sector activities, based on credible research, evidence and consultation. The focus on a credible diagnosis of priorities has enabled us to introduce interventions which have started to yield results. Our engagement and interaction with all in the sector, along with our partners, has ensured that sectoral planning is coherent. Together with our Strategic Plan 2015–2019, this Annual Performance Plan indicates how we will take the basic education mandate forward in 2015 and over the medium term.

5. LINKS TO LONG-TERM INFRASTRUCTURE AND OTHER CAPITAL PLANS

5.1. ACCELERATED SCHOOLS INFRASTRUCTURE DELIVERY INITIATIVE (ASIDI)

The objective of the ASIDI programme is to address the schools infrastructure backlog on all schools that do not meet the basic safety Norms and Standards and those constructed from inappropriate material, and schools without basic services will be provided with water, sanitation, electricity and fencing. These schools have been identified in consultation with the Provincial Education Departments (PEDs).

The ASIDI initiative is funded from the School Infrastructure Backlog Grant (SIBG) which is a Schedule 7 Grant to Provinces. The implementation of the ASIDI programme started in 2011. The plan herein outlines implementation of the programme for the remainder of the period.

The programme is driven by DBE which has established a Programme Support Unit (PSU) to support the Programme Manager. Programme governance is conducted by various committees established to ensure that various processes are initiated within the programme. These committees are the National Steering Committee Technical Committee, the Project Steering Committee, the Infrastructure Bid Specification and Evaluation Committee, and Infrastructure Bid Adjudication Committee. The ASIDI Programme adheres to the Infrastructure Delivery Management System (IDMS) in its approach to delivery and has implemented the phases, stages and gates as prescribed.

The baseline scope of the ASIDI Programme as per the Annual Performance Plan (APP) comprises the following sub-programmes (see Table 2 for number of projects per province):

Sub-programme 1: 510 projects of Eradication of Inappropriate Structures in schools that were built of inappropriate materials in their entirety are replaced with new schools that meet the Department's standards of basic functionality;

Sub-programme 2: 741 projects Provision of Sanitation Facilities to schools that previously did not have access to sanitation are supplied with at least a basic level of sanitation;

Sub-programme 3: 1120 projects of Provision of Water to Schools that do not have access to water are provided with basic water supply; and

Sub-programme 4: 916 projects of Provision of Electricity to Identified schools that are not serviced have access to electrical energy supply.

Due to migration and movements in the schools' enrolment numbers and overlapping of the programme scope with other programmes, the ASIDI programme has had scope changes in terms of the baseline number of projects to be implemented.

5.2 CONDITIONAL GRANTS

5.2.1 National School Nutrition Programme Conditional Grant

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

5.2.2 HIV and AIDS (Life Skills Education) Conditional Grant

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

5.2.3 Maths, Science and Technology Conditional Grant

Purpose	To promote Mathematics and Physical Science and Technology teaching and learning and improve teachers' content knowledge of Mathematics and Physical Science.
Performance indicator	Improved learner numbers and performance in Mathematics and Physical Science.
Continuation	The grant will be reviewed on an ongoing basis.
Motivation	Over the MTEF period, the grant will focus on strengthening the implementation of the National Development Plan (NDP) and the Action Plan to 2019 by increasing the number of learners taking Mathematics, Science and Technology subjects and improving the pass rates.

5.2.4 Education Infrastructure Conditional Grant to Provinces

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

5.2.5 School Infrastructure Backlogs Indirect Grant (SIBIG)

Purpose	To eradicate the Basic Safety Norms backlog in schools without water, sanitation and electricity and to replace those schools constructed from inappropriate material, including mud schools, to contribute towards levels of optimum learning and teaching.
Performance indicator	<ul style="list-style-type: none">• Eradication and replacement of 206 mud schools, 843 schools provided with water, sanitation provided to 421 schools and 618 schools electrified. Replacement of inappropriate schools: as at 30 June 2015, 116 schools had been completed.• 228 inappropriate schools in the Eastern Cape are affected by rationalisation and mergers and have not been allocated to any implementing agents.• 439 of 741 schools targeted for Sanitation projects have been provided with sanitation facilities.• 518 of 1120 schools targeted for Water projects have been have been provided with water.• 295 of 914 schools without Electricity have been provided with electricity.
Continuation	ASIDI is implemented through this grant. The projects in ASIDI are implemented over multiple years. The performance indicator projections above are for the delivery of ASIDI projects in the 2016/2017 financial year.
Motivation	The grant has been awarded to eradicate the basic safety norms backlog in schools to ensure that schools reach basic functionality levels.

5.3. PUBLIC ENTITIES

Name of public entity	Mandate	Outputs	Current annual budget (R'000)
South African Council of Educators (SACE)	To regulate, protect and promote the teaching profession.	<ul style="list-style-type: none"> Register professionally qualified educators. Develop the profession and promote standards of professional ethics. 	R68 245
Umalusi	The Council is the quality council for general and further education and training as contemplated in the National Qualifications Framework Act and has the functions contemplated in section 28 of that Act and section 2 of the General and Further Education and Training Quality Assurance Act, No. 58 of 2001 (GENFEQA).	<ul style="list-style-type: none"> Promote quality and internationally comparative standards in General Education and Training (GET) and Further Education and Training (FET). Maintain and improve educational standards through the development and evaluation of qualifications and curriculum. Quality assurance of assessment, and provision of education, training and assessment. Continually develop in-depth knowledge and expertise in mandated areas through rigorous research. Report on the quality of education and training within the mandate. Issue appropriate and credible certificates of learner achievement in terms of specific qualifications and subjects on the General Education and Training (GET) and Further Education and Training (FET) Framework of Qualifications. Provide reliable and credible leadership and guidance in standard setting and quality assurance. 	R118 678

5.4. PUBLIC-PRIVATE PARTNERSHIPS

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

PART D: ANNEXURES

6. UPDATES IN THE DEPARTMENT OF BASIC EDUCATION STRATEGIC PLAN

The Department has revised its five year Strategic Plan and as a result will retable a new Strategic Plan.

7. TECHNICAL INDICATOR DESCRIPTIONS

Programme 1: Administration

Indicator details	1.1.1 Percentage of Service providers within the procurement unit paid within 30 days.
Short definition	Services providers within the procurement unit are referred to as suppliers for goods and services, Eg stationary, printing repairs. The 30 days will be calculated from the date of receipt of invoice.
Purpose/Importance	It is the contribution of the Department in growing the economy of the country through the state Departments supporting SMMEs which are generally small companies.
Source/Collection of data	<ul style="list-style-type: none"> Data sourced from the LOGIS system on a monthly basis will be drawn and compiled into a quarter reports with invoices received and invoices paid. An accrual report will also be drawn when not paid Records of all invoices received by the procurement unit.
Method of calculation	Count number of service providers paid by procurement unit within 30 days divided by the total number of service providers invoice received within 30 day multiplied by 100
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative per quarter
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	All invoices received and paid within 30 days
Indicator responsibility	Branch A: Directorate: Logistical Services

Indicator title	1.1.2 Percentage of misconduct cases resolved within 90 days
Short definition	The indicator measures the misconduct cases received by the Department and those that have been resolved within 90 days as stipulated. Where employees are put on precautionary suspension, as well as extended poor employer/employee relations, misconduct cases should be finalised within the prescribed timeframe. This enables the affected parties to account to their conduct promptly.
Purpose/importance	To ensure consequences management as well as the serving of justice within the prescribed period
Source/collection of data	<ul style="list-style-type: none"> A number of formal cases submitted by line managers to the Directorate: Labour Relations to initiate/institute a disciplinary process. A list of those cases resolved by the Directorate Labour Relations
Method of calculation	$\frac{\text{Number of cases finalised with the 90 days}}{\text{Total number of the number of formal cases received}} \times 100$
Data limitations	Postponements of cases have a negative impact on compliance with the timeframe.
Type of indicator	Output
Calculation type	Non –cumulative: The quarters will be reported independently An average will be drawn for the year, to give an annual picture
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	All disciplinary cases should be finalised within the specified period on 90 days
Indicator responsibility	DDG: Branch A Directorate: Labour Relations

Indicator title	1.1.3 Percentage of Grievance cases resolved in resolved within 30 days
Short definition	The Department adheres to the Guidelines on the Management of Grievances in the Public Services provides that employee concerns and complains should be resolved within 30 days after being reported to the Designated Employee.
Purpose/importance	To ensure sound human relations and avoid extended displeasure among the employees in the work place.
Source/collection of data	<ul style="list-style-type: none"> • A list of formal grievances submitted by officials to the Directorate: Labour Relations. • The list of grievance cases resolved by the Directorate Labour Relations
Method of calculation	<u>A total number of cases finalised with the 30 days prescribed period</u> Total number of formal grievances received x 100.
Data limitations	Some of the solutions sought by the aggrieved employees are unattainable and such grievances are not resolved in the manner prescribed by the procedure manual.
Type of indicator	Output
Calculation type	Non-cumulative: The quarters will be reported independently An average will be drawn for the year to give an annual picture.
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	Reduction of the number of grievances and that all reported grievances be finalised within the specified period on 30 days.
Indicator responsibility	DDG: Branch A Directorate: Labour Relations

Programme 2: Curriculum Policy, Support and Monitoring

Indicator details	2.1.1 Number of off-line digital content packaged and distributed to provinces
Short definition	Digital content resources are curriculum aligned and enrichment electronic Learning and Teaching Support Material (e-LTSM) produced on electronic storage devices such as USB, DVD/CDs and external Hard Drives. These devices are referred to as offline because they can be used without connection to the internet. The Department distributes digital content packs for workbooks, textbooks, resource packs for Grade R and study guides and other learning materials. The content packs will be packaged for Foundation, Intermediate Phase, Senior Phase and FET phase. The following 10 content packs will be distributed to provinces: <ol style="list-style-type: none"> 1. Grade R – 7 Worksheets; 2. Grade 4 – 6 Natural Science & Technology textbooks; 3. Grade 7 – 9 Technology textbooks; 4. Grade 7 – 9 Natural Science textbooks; 5. Grade 7 – 9 Mathematics textbooks; 6. Grade 10 – 12 Mathematics textbooks; 7. Grade 10 – 12 Physical Science textbooks; 8. Microsoft Kids Encarta 2008; 9. Grade R Resource Pack; and 10. Grade 10 – 12 Study Guides.
Purpose/Importance	To provide additional LTSM in digital format
Source/Collection of data	Signed distribution register/Delivery note. Copies of offline content packs delivered to provinces
Method of calculation	Count
Data limitations	None
Type of indicator	Output
Calculation type	Non Cumulative: only 10 packs will be distributed to each province
Reporting cycle	Annually
New indicator	Yes
Desired performance	A high number of schools with access to digital content resources.
Indicator responsibility	Branch C: Directorate: ICT

Indicator details	2.1.2 Number of schools per province monitored for provisioning of ICT resources
Short definition	To monitor all the nine provinces on the provisioning of ICT resources in schools. The monitoring will include a visit to the provincial office and to three identified schools in the province. Three schools in each province will be drawn from ongoing ICT projects.
Purpose/Importance	To determine how far provinces are in ICT resourcing.
Source/Collection of data	<ul style="list-style-type: none"> Completed monitoring instrument (questionnaire) completed by provincial offices and schools. Monitoring consolidated status report
Method of calculation	Count: Each school visited will be counted from the list provided and the signed monitoring tool will be used to verify the visits
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: Add up all outputs at the end of the year.
Reporting cycle	Quarterly : Q1, Q2 and Q4
New indicator	Yes
Desired performance	A high number of schools with access to ICT resources.
Indicator responsibility	Branch C: Directorate: ICT

Strategic Objective details	2.1.3 Number of off-line digital content resources developed annually.
Short definition	This refers to digital content resources consists of curriculum aligned or curriculum enrichment electronic Learning and Teaching Support Material (e-LTSM). They are stored on electronic storage devices such as USB, DVD/CDs and external Hard Drives. These content resources are referred to as offline because they can be used without connection to the internet The content is then packaged into content packs and distributed to provinces.
Purpose/Importance	To create a pool of digital content resources for that can be used for teaching and learning in schools.
Source/Collection of data	Developed content packs
Method of calculation	Count
Data limitations	None
Type of indicator	Output
Calculation type	Non-Cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	A high number of schools provided with digital content.
Indicator responsibility	Branch C: Directorate ICT

Indicator details	2.2.1 Percentage of public ordinary schools with Home Language workbooks for learners in Grades 1–6.			
Short definition	Public Schools in this regard refers to all public school that have Grade 1-6 only. Percentage of public schools provided with Grades 1–6 Home Language workbooks. Grade 1-6 workbooks are produced and delivered as follows:			
	Item	Description	Delivery Plan	
			Volume 1	Volume 2
	Grades 1 to 6	Home language	Oct -Nov 2016	Jan - Feb 2017
Purpose/Importance	This measure shows delivery of workbooks for grade 1- 6.			
Source/Collection of data	Approved copies of workbooks/ proof of deliveries.			
Method of calculation	Total number of schools provided with workbooks divided by total number of all public ordinary schools that have grade 1-6 multiplied by 100.			
Data limitations	None			
Type of indicator	Output			
Calculation type	Non-cumulative: based on the time specified under short definition			
Reporting cycle	Annual			
New indicator	No (amended)			
Desired performance	All public schools with Grades 1-6 to have access to workbooks in the correct language.			
Indicator responsibility	Branch C: Directorate: LTSM			

Indicator details	2.2.2 Percentage of public ordinary schools with Mathematics workbooks for learners in Grades 1–9.			
Short definition	This indicator refers to Public Ordinary Schools in this regard as all public school that have Grade 1-9 only. Percentage of public schools provided with Grades 1–9 Mathematics workbooks. Grade 1-9 workbooks are produced and delivered are as follows:			
	Item	Description	Delivery Plan	
			Volume 1	Volume 2
	Grades 1 to 9	Mathematics	Oct -Nov 2016	Jan - Feb 2017
Purpose/Importance	To shows delivery of workbooks for grade 1- 9.			
Source/Collection of data	Approved copies of workbooks/ proof of deliveries.			
Method of calculation	Total number of schools provided with workbooks divided by total number of all public schools with grade 1-9 multiplied by 100.			
Data limitations	None			
Type of indicator	Output			
Calculation type	Non-cumulative: based on the time specified under short definition			
Reporting cycle	Annual			
New indicator	No (amended)			
Desired performance	All public schools with Grades 1–9 to have access to workbooks.			
Indicator responsibility	Branch C: Directorate: LTSM			

Indicator details	2.2.3 Percentage public schools provided with workbooks for Grade R.										
Short definition	<p>Public Schools in this regard refer to all public schools that have Grade R only.</p> <p>The percentage of qualifying public schools that are provided with Grade R workbooks. Qualifying public schools refers to public ordinary primary schools that offer Grade R. The indicator is about finding out schools offering gGrade R which have received Grade R workbooks. Grade R workbooks are produced and delivered as Volume 1-4 as follows:</p> <table border="1"> <thead> <tr> <th>Grades</th> <th>Description</th> <th>Delivery Plan</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Grade R</td> <td>Book 1</td> <td rowspan="2">Oct – Nov 2016</td> </tr> <tr> <td>Book 2</td> </tr> <tr> <td>Book 3</td> <td rowspan="2">Jan – Feb 2017</td> </tr> <tr> <td>Book 4</td> </tr> </tbody> </table>	Grades	Description	Delivery Plan	Grade R	Book 1	Oct – Nov 2016	Book 2	Book 3	Jan – Feb 2017	Book 4
Grades	Description	Delivery Plan									
Grade R	Book 1	Oct – Nov 2016									
	Book 2										
	Book 3	Jan – Feb 2017									
	Book 4										
Purpose/Importance	To show access to workbooks to schools.										
Source/Collection of data	Approved copies of workbooks/ proof of deliveries.										
Method of calculation	Total number of schools provided with workbooks divided by total number of all qualifying public schools multiplied by 100.										
Data limitations	none										
Type of indicator	Output										
Calculation type	Cumulative: based on the time specified under short definition.										
Reporting cycle	Annual										
New indicator	No (amended)										
Desired performance	All public schools with Grade R to have access to workbooks										
Indicator responsibility	Branch C: Directorate: LTSM										

Indicator details	2.3.1 Number underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA).
Short definition	The indicator aims at conducting the EGRA is a diagnostic reading assessment that is aimed at improving reading proficiency levels in the early grades. The schools are picked based on schools performing below 50% in the 2013 ANA results. The monitoring focuses on Grades 2 and 3 classes. Two schools from each province will be monitored except for KZN and Eastern Cape where monitoring will be done in three schools respectively.
Purpose/Importance	The EGRA is aimed at improving reading and literacy outcomes in Grades R to 9.
Source/Collection of data	Completed Monitoring tool: Questionnaire and Checklist used during monitoring
Method of calculation	Count of number of schools monitored
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: all the output will be added together to produce an annual output
Reporting cycle	Annual
New indicator	Yes
Desired performance	To improve the reading proficiency levels in public schools. To achieve the targets in the Action Plan towards 2019
Indicator responsibility	Branch C: Directorate: GET

Indicator details	2.3.2 Number of schools monitored on the implementation of the reading norms
Short definition	This refers to number of public ordinary schools that offer Grade R-9 monitored on Reading Norms. These are standardised benchmarks for reading and writing that are aligned to curriculum for Home Language and First Additional Language for Grades R to 9
Purpose/Importance	Reading norms are aimed at improving reading and literacy outcomes in Grades R to 9.
Source/Collection of data	Completed Monitoring tool: Questionnaire and Checklist used during monitoring
Method of calculation	Count the number of schools monitored
Data limitations	Some of the data is depended on information from provinces which we cannot confirm the accuracy thereof.
Type of indicator	Output
Calculation type	Cumulative: all the outputs will be added together to produce an annual output
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	To achieve the targets in the Action Plan towards 2019
Indicator responsibility	Branch C: Directorate: GET

Indicator details	2.3.3 Number of schools monitored on the implementation of the Incremental Introduction to African languages nationally
Short definition	The IIAL strategy is aimed at promoting the utilisation of previously marginalised African languages in all public schools in Grades 1-9.
Purpose/Importance	The IIAL is aimed at enhancing multilingualism and social cohesion.
Source/Collection of data	Completed Monitoring tool: Questionnaire and Checklist used during monitoring
Method of calculation	Count the number of schools monitored
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: all the output will be added together to produce an annual output
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	To achieve the targets in the Action Plan towards 2019
Indicator responsibility	Branch C: Directorate: GET

Indicator details	2.4.1 Mathematics Science and Technology lesson plans developed for the Senior and FET Phases
Short definition	Lessons plans are developed to assist teachers to align their teaching plans with the Learning and Teaching Support Material (LTSM) in Mathematics, Natural Physical Sciences and Technology at Senior and Further Education and Training (FET) Phases. They assist the teacher in meeting the requirements of curriculum coverage. In the following subjects and Grades; Mathematics- Grade 7, Natural Science – Grade 7-9; Physical Science - Grade 10-12
Purpose/Importance	To assist the teacher in meeting the requirements for curriculum coverage in Mathematics, Science and Technology at Senior and FET Phases.
Source/Collection of data	Lessons plans developed for Senior Phase and FET phases in the following subjects and Grades; Mathematics- Grade 7, Natural Science – Grade 7-9; Physical Science - Grade 10-12
Method of calculation	Actual lessons plans produced
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	Improvement of learner performance in Mathematics, Natural Physical Sciences and Technology at Senior and Further Education and Training (FET) Phases
Indicator responsibility	Branch C: Directorate: MST

Indicator details	2.4.2 Mathematics Science and Technology teacher guides developed for the Senior and FET Phases
Short definition	Teacher guides are documents that provide an additional resource explained at a higher and detailed level to equip the better deliver on the subject content. For the period under review, teacher guides for the following Grades and Subjects will be produced: Mathematics - Senior Phase: Grade 7-,9, Natural Science - Senior Phase: Grade 7-9; Mathematics – FET Phase: Grade 10-12 Physical Science - FET Phase: Grade10-12
Purpose/Importance	To improve teacher delivery so as to better learner performance in Mathematics, Science and Technology at Senior and FET Phases.
Source/Collection of data	Teacher guide developed for Senior Phase and FET phases
Method of calculation	Actual lessons plans produced
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	Improvement of learner performance in Mathematics, Natural Physical Sciences and Technology at Senior and Further Education and Training (FET) Phases
Indicator responsibility	Branch C: Directorate: MST

Indicator details	2.4.3 Number of districts visited for monitoring the 1+4 strategy
Short definition	Monitoring visits are conducted to assess the progress made with regards to the lessons plans that were developed to assist lead teachers and facilitators to conduct training during the 1+4 sessions and classroom teaching
Purpose/Importance	To assess the extent of implementation of the 1+4 at district level.
Source/Collection of data	<ul style="list-style-type: none"> Monitoring instruments in a form of completed questionnaire Attendance registers of facilitators from districts Meeting register between DBE officials and District officials
Method of calculation	Actual visits conducted
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	Improvement of implementation of the 1+4 Model for Maths at Senior Phase
Indicator responsibility	Branch C

Indicator details	2.4.4 Number of training centres of CAPS for Technical subjects visited during a training session
Short definition	Monitoring visits are conducted to assess the progress made with regards to the training manuals that were developed to assist training centre facilitators to conduct training during the CAPS training for Technical Schools and to institute improvement plans where applicable. There are 5 training centres (for CAPS specialisation in Technical subjects which are situated in 5 provinces and 1 each provinces (for Technical Mathematics and Technical Science) making a total of 14 centres to be visited
Purpose/Importance	To assess the extent of implementation of the CAPS for Technical Schools at training centres
Source/Collection of data	Monitoring instruments in a form of questionnaire with a checklist, and Attendance registers of the training sessions
Method of calculation	Actual visits conducted
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	Improvement of implementation of the training for CAPS for Technical Schools
Indicator responsibility	Branch C

Indicator details	2.4.5 Number of schools visited for monitoring the implementation of the CAPS for Technical Schools
Short definition	The indicator refers to high schools/ secondary schools offering Grade 10-12 as schools that will be visited for monitoring of the Implementation of the CAPS for Technical Schools. Monitoring visits are conducted to assess the progress made with regards to the implementation of the CAPS for Technical Schools and to institute improvement plans where applicable. 3 schools will be visited in 3 provinces per quarter. There will be no visits in the 3 rd quarter due to it being an examination season. A total of 27 schools will be visited per year. The criteria for visits will be from schools that are underperforming quintile 1-3. Very few of quintile 4-5 will be visited.
Purpose/Importance	To assess the extent of implementation of the CAPS for Technical Schools at identified schools.
Source/Collection of data	<ul style="list-style-type: none"> Monitoring instruments in the form of a checklist Copy of school log books for the visit List of all the schools visited per quarter.
Method of calculation	Count of actual visits conducted
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	Improvement of implementation of the CAPS for Technical Schools.
Indicator responsibility	Branch C: Directorate: MST

Indicator details	2.5.1 Number of learners enrolled in the KRG programme in 2016/17
Short definition	Learners accessing the Kha Ri Gude Mass Literacy programme are adult learners from the age stipulated in the Kha Ri Gude Policy. The learners who are regarded as enrolled are those that have registered and completed the LAPS. The completion of the LAPS is proof that the learner has completed the entire programme
Purpose/Importance	To measure the number of learners who have enrolled for the Kha Ri Gude classes in 2016/17.
Source/Collection of data	<ul style="list-style-type: none"> Database of registered learners List of learners who submitted LAPS
Method of calculation	Count total number of learners that have submitted the LAPS.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	No (Amended)
Desired performance	High number of learners enrolling for KRG classes
Indicator responsibility	Branch C: Directorate: Kha Ri Gude CEO

Indicator details	2.5.2 Number of learners obtaining a NSC through the 2nd chance Programme
Short definition	To measure the number of learners who complete the NSC requirements and obtains a Grade 12 certificate through the Second Chance programme.
Purpose/Importance	To measure the number of learners who complete the Grade 12 requirements through the Second Chance Programme
Source/Collection of data	<ul style="list-style-type: none"> Lists of results of learners who have passes through the Second Chance programme with Bachelors, diploma, and certificate verdict towards NSC.
Method of calculation	Count learners who have passes through the Second Chance programme.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annually
New indicator	Yes
Desired performance	High number of learners passing matric
Indicator responsibility	Branch C – Second Chance Project Manager

Programme 3: Teachers, Education Human Resources and Institutional Development

Indicator details	3.1.1 Percentage of SGBs that meet minimum criteria in terms of effectiveness.
Short definition	Number of schools where school governing bodies meet minimum criteria in terms of effectiveness expressed as a percentage of total number of schools. The following must be in place for the SGB to meet the minimum criteria for effectiveness: Constitution of the SGB in terms of membership, attendance and minutes of meetings. The survey will be conducted in sampled schools. A simple random sample of 7% will be drawn from a population of all schools in the system. The 50% will be drawn from the sampled schools.
Purpose/Importance	To measure the effectiveness of SGBs in schools.
Source/Collection of data	<ul style="list-style-type: none"> DBE Sample survey tool in the form of questionnaire and checklist List of schools sampled and total database of schools Lists of schools where the SGB meets minimum criteria
Method of calculation	$\frac{\text{Number of schools where the SGB meets minimum criteria}}{\text{The total number of schools sampled}} \times 100$
Data limitations	Reliability of data from schools
Type of indicator	Output
Calculation type	Non-cumulative: Results of survey is conducted once a year
Reporting cycle	Annually
New indicator	No (Amended)
Desired performance	All schools should have effective SGBs.
Indicator responsibility	Branch T: EMDG Directorate

Indicator details	3.1.2 Percentage of schools producing the minimum set of management documents at a required standard.
Short definition	The indicator is about determining the percentage of schools that have functional documents such as a school budget, a school improvement plan, an annual report, attendance registers and a record of learner marks.
Purpose/Importance	Every school is expected to produce basic documents to guide the management of the school. These are documents that every school should have and utilise effectively as their availability and utilisation serve as an indication a functional school. What type of sampling method is going to be used.
Source/Collection of data	<ul style="list-style-type: none"> List of visited sampled schools Completed survey tool in a form of a checklist List of schools that schools meeting minimum set of management documents
Method of calculation	The percentage will be calculated as: $\frac{\text{The No. of schools found to be functional by having produced the basic document}}{\text{The total number of schools surveyed}} \times 100$
Data limitations	Officials conducting the survey may not interpret the findings in a uniform manner
Type of indicator	Impact indicator
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	It is not a new indicator
Desired performance	All schools must be able to produce minimum management documents
Indicator responsibility	Branch T

Indicator details	3.2.1 Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education.
Short definition	Number of Funza Lushaka bursaries awarded to first, second, third and fourth-year students, as well as PGCE students, enrolled for initial teacher education programmes and programmes that offer teaching subjects but are not teacher education qualifications in higher education institutions. The following are examples of qualifications awarded: (B.Ed or a Bachelor's degree in B Com, B Sc, B Tech, Soc Sc followed by a PGCE). The bursaries are awarded to students (Identified through ID numbers), meaning that the lists with names of student selected according to the criteria set.
Purpose/Importance	To measure the number of beneficiaries of Funza Lushaka Bursary programme.
Source/Collection of data	A list of beneficiaries of Funza Lushaka Programme from Initial Teacher Education Directorate. Sample of university documents that proves their enrollment at universities for the year of the award of the bursary.
Method of calculation	Counting the number of Funza Lushaka bursaries awarded to first, second, third and fourth year students, as well as PGCE students, enrolled for initial teacher education programmes and programmes that offer teaching subjects but are not teacher education qualification in higher education institutions.
Data limitations	As a result of fees changes in institutions, the number of students awarded the bursary may not be exact number enrolled.
Type of indicator	Output
Calculation type	Non-cumulative : a list of enrolled learners is drawn from registration that happens once a year
Reporting cycle	Annually. Awarding of bursaries and registration happens once a year.
New indicator	No
Desired performance	To utilise the bursary to train more graduates in the education profession.
Indicator responsibility	Branch T: Directorate Funza Lushaka

Indicator details	3.3.1 Number of teachers participating in the EFAL diagnostic tests
Short definition	A number of teachers assessed in both content and pedagogical skills in EFAL. These teachers are teachers appointed in all types of appointments, that is; permanent, temporary, relieve teaching at any level of the school system, primary to secondary/high school teaching, who volunteer to take the Diagnostic Test. The teachers voluntarily participate in the diagnostic test.
Purpose/Importance	To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	<ul style="list-style-type: none"> • List of teachers per province volunteering to take the assessment in EFAL diagnostic test • A sample of the diagnostic test that teachers write
Method of calculation	Counting the number of teachers who volunteer to take the assessments per province and per district
Data limitations	Willingness of teachers to volunteer
Type of indicator	Output
Calculation type	Analysis of qualitative and quantitative data cumulatively
Reporting cycle	Quarterly
New indicator	No
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Directorate: Curriculum Research

Indicator details	3.3.2 Number of teachers participating in the Mathematics diagnostic tests
Short definition	A number of teachers assessed in both content and pedagogical skills in Mathematics. These teachers are teachers appointed in all types of appointments, that is; permanent, temporary, relieve teaching at any level of the school system, primary to secondary/high school teaching, volunteer to take the diagnostic test. The teachers voluntarily participate in the diagnostic test.
Purpose/Importance	To measure the teacher content knowledge and pedagogical skills through diagnostic assessments and provide focused teacher development programmes
Source/Collection of data	<ul style="list-style-type: none"> • List of teachers per province volunteer to take the assessments in Mathematics Diagnostic Test • A sample of the diagnostic test administered.
Method of calculation	Counting the number of teachers who volunteer to take the assessments per province and per district
Data limitations	Willingness of teachers to volunteer to take the diagnostic test.
Type of indicator	Output
Calculation type	Analysis of qualitative and quantitative data cumulatively.
Reporting cycle	Annual
New indicator	No
Desired performance	To utilise the results of assessments to provide focused teacher development programmes
Indicator responsibility	Branch T: Directorate: Curriculum Research

Indicator details	3.4.1 Number of schools per PED monitored on the implementation of IQMS
Short definition	The purpose of IQMS is to evaluate an educator’s performance annually and to identify specific needs of educators for support and development. School-based educators whose performance meet the agreed standards are eligible for pay progression. The DBE monitors the implementation of the IQMS processes and procedures in three schools in each of the 6 PEDs. Cross sectional selection of schools will be sampled from underperforming schools, to best performing schools. For underperforming schools it will be to assist in improving the state of affairs and for best performing schools, it will be to draw best practice that will assist other schools.
Purpose/Importance	To monitor the implementation of IQMS in PEDs, in order to strengthen the accountability of school-based educators.
Source/Collection of data	<ul style="list-style-type: none"> Monitoring instruments developed by DBE for IQMS in a form of a checklist and questions for qualitative data upon observation List of schools monitored per quarter
Method of calculation	Count
Data limitations	Incomplete information and non-availability of summative evaluation reports at schools.
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	Teacher performance and learner achievement improves through enhanced implementation of IQMS.
Indicator responsibility	Branch T: Directorate: EPMD and WSE

Indicator details	3.4.2 Number of PEDs monitored on the implementation of PMDS
Short definition	The purpose of PMDS is to evaluate office-based educators’ performance and to identify specific needs for development. Monitoring of the implementation of the PMDS processes and procedures will be conducted in 1 provincial office and 1 district office per province in PEDs. A random sampling method will select the district to be monitored.
Purpose/Importance	To monitor the implementation of PMDS in PEDs, in order to strengthen the accountability of office-based educators.
Source/Collection of data	<ul style="list-style-type: none"> Monitoring instruments developed by DBE for PMDS in a form of a checklist and questions for qualitative data upon observation List of provincial officials evaluated List of district officials evaluated
Method of calculation	Count
Data limitations	Incomplete information and non-availability of summative evaluation reports in PEDs.
Type of indicator	Output
Calculation type	Cumulative per quarter
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	Educator performance and learner achievement improves through enhanced implementation of PMDS.
Indicator responsibility	Branch T: Directorate: EPMD and WSE

Indicator details	3.5.1 Monitoring of PEDs that had their post provisioning process assessed for compliance with the post provisioning Norms and Standards
Short definition	<p>The monitoring of the implementation of the Norms and Standards is done both at process and technical level to ensure all the factors and weightings as stipulated in the model are applied.</p> <ul style="list-style-type: none"> Processes assessed include distribution of posts to schools; declaration of excess posts and vacancies; identification of excess educators; redeployment of excess educators and filling of vacancies <p>Technical assessment includes review of data used; factors and weightings used etc. Provinces need to avail data that was used to determine the post establishment and model used with all the original factors and weightings.</p>
Purpose/Importance	To assess the extent to which PEDs comply with the Norms and Standards, both in terms of implementation processes and technical compliance with the prescribed norms.
Source/Collection of data	<ul style="list-style-type: none"> An approved assessment template Monitoring reports per province monitored that includes provinces that comply and those who did not comply.
Method of calculation	<ul style="list-style-type: none"> List of PEDs that have been visited for assessment of compliance with the Norms and Standards Report on findings of the monitoring visits
Data limitations	None.
Type of indicator	Input
Calculation type	Non-cumulative.
Reporting cycle	Annually
New indicator	Yes
Desired performance	All PEDs visited and their implementation processes assessed.
Indicator responsibility	Branch: T: Directorate: Education HR Planning, Provisioning and Monitoring

Programme 4: Planning, Information and Assessment

Indicator details	4.1.1 Number of ANA reports produced.
Short definition	The ANA reports will contain data on learner performance through national assessments to assist in identifying areas for improvement of learning and performance in Mathematics and Languages in Grades 1 - 9.
Purpose/Importance	To monitor the improvement of the quality of learning and teaching.
Source/Collection of data	<ul style="list-style-type: none"> Reports from regular national assessments on learner performance Data is collected through PEDs and database is hosted by SITA.
Method of calculation	Count
Data limitations	Accuracy and completeness of data depend on participation rate in the assessment
Type of indicator	Output
Calculation type	Non-cumulative: Assessment results are released following a completed national assessment.
Reporting cycle	Linked to frequency of national assessments
New indicator	Yes
Desired performance	Collection and maintenance of a valid and credible database of learner performance data.
Indicator responsibility	Branch P: Directorate: National Assessments

Indicator title	4.1.2 A bank of Language and Mathematics test items for Grades 3,6 & 9.
Short definition	This is an IT system which banks Language and Mathematics items that have been reviewed. The bank is a pool of assessment questions prepared in a year, so that assessments may be drawn from such. A total of 100 test items produced in Languages and Mathematics for Grades 3, 6 and 9. All the test items goes through a process of setting, moderation and testing before they are finalised as qualifying to be stored in the item bank
Purpose/importance	Banked items will meet the changing purposes of the assessment, Items will be selected to develop an assessment tool according to the test framework. It captures the context within which learning and teaching takes place and informs targeted intervention strategies
Source/collection of data	<ul style="list-style-type: none"> • A list of number of items produced per grade • Proof of moderation of 100 items produced
Method of calculation	Count of test items produced
Data limitations	The actual tests will not be provided until the examination is written.
Type of indicator	Output
Calculation type	Non-cumulative. Bank Items will be produced during the last quarter of the financial year
Reporting cycle	Annually
New indicator	Yes
Desired performance	Maintenance of a valid and credible ANA database.
Indicator responsibility	Branch P: Directorate: National Assessments

Indicator title	4.2.1 Number of NSC and SC reports produced.
Short definition	The NSC and SC reports will contain data on learner performance data through the National Senior Certificate and the Senior Certificate assessments. The reports will be in a form of a Diagnostic and the Technical report contains details on overall performance and problem area of the assessment.
Purpose/importance	To evaluate the NSC and SC examinations and remedial action to be taken to improvement on learner performance.
Source/collection of data	National NSC and SC Reports on learner performance (database hosted by SITA mainframe).
Method of calculation	NSC and SC Reports
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative: NSC results released once a year.
Reporting cycle	Annually
New indicator	No
Desired performance	Maintenance of a valid and credible NSC database.
Indicator responsibility	Branch P: Directorate Examinations

Indicator title	4.2.2 Number of question papers set annually for the NSC and SC
Short definition	A rigorous process of setting question papers for the year in question takes place under very stringent rules and regulations. Identified examiners are appointed and set the examination question papers; moderation of the question paper is also part of the process of setting of question papers.
Purpose/importance	To evaluate the quality of question paper set.
Source/collection of data	Number of question papers set Copies of Question papers set for the academic year in question, produced after the writing of the examinations
Method of calculation	Count of question papers set from the list provided
Data limitations	Question papers are highly confidential documents that cannot be provided as evidence to anyone until they have been written.
Type of indicator	Output
Calculation type	Non-cumulative: NSC results released once a year.
Reporting cycle	Annually
New indicator	Yes
Desired performance	Maintenance of a valid and credible NSC database.
Indicator responsibility	Branch P

Indicator details	4.3.1 Number of new schools built and completed through ASIDI
Short definition	Replace schools built of inappropriate materials such as mud, asbestos, wood, zinc, etc.
Purpose/Importance	To provide infrastructures that is conducive to effective teaching and learning
Source/Collection of data	Lists from PEDs on schools that had the infrastructure backlog Lists of schools built from inappropriate material
Method of calculation	The indicator reflects the number of schools that have reached practical completion.
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: numbers reported per quarter will be added at the end of the financial year to give a total annual figure reached. At the end of the financial year, a total figure of the project will be given from when the ASIDI programme started till end of the last financial year
Reporting cycle	Annually
New indicator	New indicator. Previous indicators reflected schools in implementation. This indicator reflects schools that have been completed.
Desired performance	All schools provided with appropriate building
Indicator responsibility	Branch: Infrastructure

Indicator details	4.3.2 Number of schools provided with sanitation facilities through ASIDI
Short definition	Number of public ordinary schools that are provided with different types of sanitation facilities based on assessment of the location of the school. This would determine the type of sanitation provided. The types of sanitation that are provided are: <ul style="list-style-type: none"> • Water borne sanitation • Septic or Conservancy Tank system • Ventilated Improved Pit Latrine • Composting Toilets • Small Bore Sewere Reticulation
Purpose/Importance	To measure the number of schools that meets the basic sanitation standards.
Source/Collection of data	List of schools from PEDs with infrastructure backlog List of schools that have reached practical completion in provision of sanitation
Method of calculation	Count the number of schools provided with sanitation facilities through ASIDI that have reached practical completion
Data limitations	Vandalism and natural disasters may lead to more schools that do not meet minimum sanitation standards.
Type of indicator	Output
Calculation type	Cumulative: numbers reported per quarter will be added at the end of the financial year to give a total annual figure reached. At the end of the financial year a total figure of the project will be given from when the ASIDI programme started till end of the last financial year
Reporting cycle	Annually
New indicator	No (Amended). Previous indicators reflected schools in implementation. This indicator reflects schools that have been completed.
Desired performance	All schools to comply with nationally determined minimum sanitation standards.
Indicator responsibility	Branch Infrastructure

Indicator details	4.3.3 Number of schools provided with water through ASIDI.
Short definition	Number of public ordinary schools provided with different types of water facilities such as: <ul style="list-style-type: none"> ✓ Taps ✓ Boreholes ✓ Water tanks
Purpose/Importance	To measure the number of schools where teachers and learners have access to water.
Source/Collection of data	<ul style="list-style-type: none"> • List of schools from PEDs with infrastructure backlog • List of schools that have reached practical completion in provision of water facilities.
Method of calculation	Count the number of schools provided with water facilities through ASIDI that have reached practical completion stage
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: numbers reported per quarter will be added at the end of the financial year to give a total annual figure reached. At the end of the financial year a total figure of the project will be given from when the ASIDI programme started till end of the last financial year
Reporting cycle	Annually
New indicator	No (Amended). Previous indicators reflected schools in implementation. This indicator reflects schools that have been completed.
Desired performance	All schools to be provided with water.
Indicator responsibility	Branch P

Indicator details	4.3.4 Number of schools provided with electricity through ASIDI.
Short definition	Number of public ordinary schools that have electricity.
Purpose/Importance	To measure the number of schools that has electricity.
Source/Collection of data	List of schools from PEDs with infrastructure backlog in electricity facilities List of schools that have reached practical completion in provision of electricity
Method of calculation	Count the number of schools provided with electricity through ASIDI that have reached practical completion stage
Data limitations	Delay of information from Department of Energy/ ESKOM
Type of indicator	Output
Calculation type	Cumulative: numbers reported per quarter will be added at the end of the financial year to give a total annual figure reached. At the end of the financial year a total figure of the project will be given from when the ASIDI programme started till end of the last financial year
Reporting cycle	Annually
New indicator	No (Amended). Previous indicators reflected schools in implementation. This indicator reflects schools that have been completed.
Desired performance	All schools to have access to electricity.
Indicator responsibility	Branch Infrastructure

Strategic Objective details	4.4.1 Percentage of public schools using the standardised school administration system, SA-SAMS for reporting.
Short definition	South African School Administration & Management System (SA-SAMS) is a cost effective, easy to use and a fully integrated computer solution assisting schools with their administrative, management and governance needs. Provinces support schools in using the latest versions of SA-SAMS. The application is policy driven and is therefore developed and maintained by DBE. As a standardized application, it is designed to assist schools with completing of surveys such as the Annual School Survey (ASS) and with quarterly or ad hoc reporting as required by the circuit/district, provincial and national levels. The percentage will be drawn from a population of all the public schools except those schools in Western Cape as the province is currently not using SA-SAMS for reporting. Public Schools refers to ordinary and special schools. It excludes independent schools
Purpose/Importance	To measure the improvement in the provision of data collected from schools.
Source/Collection of data	Report from provinces on all the schools that have sent information through the SA-SAMS. Database of all the schools A sample of one province per quarter with database of all the schools. Sampled provinces will be Eastern Cape, Free State, Limpopo and North West An analysis of the Quality of information sent by schools.
Method of calculation	Number of public schools reporting using SA-SAMS $\frac{\text{Total number of public schools excluding Western Cape}}{\text{Total number of public schools}} \times 100$
Data limitations	Currently Western Cape does not report through the SA-SAMS. Therefore no reports will be received from Western Cape
Type of strategic objective	Output
Calculation type	Non-cumulative : A new set of schools may be reported every quarter because from 1st quarter an increase in schools in the 2nd, 3rd and 4th quarters incrementally.
Reporting cycle	Quarterly
New Strategic Objective	Yes
Desired performance	All public schools to use SA-SAMS to generate performance reports quarterly; and to submit these reports with the electronic data to the districts (province) for uploading onto information systems.
Strategic objective responsibility	Branch P: Directorate EMIS

Indicator details	4.4.2 Percentage of learners from public schools that are successfully uploaded onto LURITS.
Short definition	Learner Unit Record Information and Tracking System (LURITS) was designed to store and retrieve individual learner movement information. The percentage is drawn from the SA-SAMS provincial warehouses and a different warehouse for the Western Cape Province. Public Schools refers to ordinary and special schools. It excludes independent schools
Purpose/Importance	LURITS, as a national information system, aims to collect learner and school data and to track individual learner movement in order to identify duplicate learners across all the provinces.
Source/Collection of data	Provincial Warehouse data report Report on LURITS data on learners uploaded
Method of calculation	$\frac{\text{Total number of learners uploaded on LURITS}}{\text{Total number of Learners in provincial warehouses}} \times 100$
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative : A new set of schools may be reported every quarter because from 1st quarter an increase in schools in the 2nd, 3rd and 4th quarters incrementally.
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	All public schools to use SA-SAMS to submit data through the Provincial warehouses to LURITS.
Indicator responsibility	Branch P: Directorate EMIS

Indicator details	4.5.1 Number of officials from districts that achieved below the national benchmark in the NSC participating in a mentoring programme.
Short definition	Design, implement and manage a mentoring programme for district and circuit managers in districts that achieved below the national benchmark in the NSC results. Identified officials from underperforming districts are taken through a mentoring programme, where they are assigned a mentor to support them.
Purpose/Importance	To support officials in the targeted districts to improve learner performance.
Source/Collection of data	<ul style="list-style-type: none"> • Reports from the mentors. • Records of mentoring sessions where mentee signs for attending session. This may be one on one sessions, or group session in form of workshops, seminar and other forms of contact sessions.
Method of calculation	Count of district officials mentored.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative: Same numbers of officials are mentored every quarter.
Reporting cycle	Annually
New indicator	No
Desired performance	Support districts to improve average learner performance in the NSC above the national average.
Indicator responsibility	Branch DCMS

Indicator details	4.5.2 Percentage of principals rating the support of district offices as satisfactory.
Short definition	Number of school principals rating the support services of districts as being satisfactory expressed as a percentage of the total number of school principals. A survey will be conducted for principals to rate districts' support to schools.
Purpose/Importance	To measure the effectiveness of support provided to public ordinary schools by districts.
Source/Collection of data	<ul style="list-style-type: none"> • DBE Sample survey. The random sample (of schools, learners and educators) would be designed in such a way that the findings would be representative of the total population. • Database of school principals participating in the survey.
Method of calculation	$\frac{\text{Number of school principals expressing satisfaction}}{\text{The total number of principals participating in the survey}} \times 100.$
Data limitations	The rating of satisfaction depends on individual's perceptions.
Type of indicator	Output
Calculation type	Non-cumulative: The results of the survey are reported once a year.
Reporting cycle	Annually
New indicator	No
Desired performance	All public schools to receive ongoing support from district offices to support teaching and learning activities.
Indicator responsibility	Branch DCMS

Indicator details	4.5.3 Percentage of district managers assessed against developed criteria.
Short definition	Development and implementation of criteria to assess skills and competencies of district directors in response to the key sector priorities. High competency level on district managers is critical for the proper management of districts so as to improve accountability at district level.
Purpose/Importance	To develop criteria to assess and establish a baseline on the competency of district directors for support and capacity building.
Source/Collection of data	<ul style="list-style-type: none"> • Provincial Monitoring and Competency Assessment reports. • Database of participating District Managers (DM).
Method of calculation	$\frac{\text{The number of District Managers participating}}{\text{the total number of District Managers}} \times 100.$
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: combine results of assessment done at different times of the year.
Reporting cycle	Annually
New indicator	Yes
Desired performance	Baseline of district directors' competencies established; and, support and capacity building provided on the basis of the competency assessment outcomes.
Indicator responsibility	Branch DCMS

Programme 5: Educational Enrichment Services

Indicator details	5.1.1 Number of schools monitored for the provision of nutritious meals
Short definition	The South African dietary base guideline is a national document on health nutrition from the Department of Health. All guidelines including DBE guidelines are derived from this national document. According to the guideline, a nutritious meal is made up of a protein, starch and a green/red/orange vegetable or a fruit. The schools that will be monitored are public ordinary schools in quintiles 1-3 and identified special schools. It must be noted that there are also public ordinary schools in quintile 4 and 5 that have been identified as in need of the NSNP
Purpose/Importance	To assess schools on compliance with minimum requirements of a nutritious meal according to the food specification and school specific menu
Source/Collection of data	A monitoring tool in a form of a checklist and questionnaire List of schools monitored in a quarter. Report on findings of the monitoring
Method of calculation	Number of schools monitored
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	All schools serving a nutritious meal made of a protein, starch, green/yellow/orange vegetable or a fruit
Indicator responsibility	Branch S (National School Nutrition Programme)

Indicator details	5.2.1 Number of adjudicators, data capturers and farm school conductors trained in SASCE programmes
Short definition	<p>SASCE is a strategic programme of the Department's quest to promote unity in diversity, national reconciliation, social cohesion, and a national identity among young South Africans of school-going age. To facilitate the conducting and performance of music by schools thereby ensuring sustainability of the programme, development workshops are held.</p> <p>Three development programmes implemented are for:</p> <p>Adjudicators: An adjudicator is a qualified individual tasked with the responsibility to score soli and choristers who ascend the stage during a formal singing competition</p> <p>Data capturers: a group of officials responsible for capturing the data (results) as captured by the adjudicators and translate them in to results</p> <p>Farm school conductors: conductors based in farm schools, usually remote and isolated and therefore, require intensive and specific training.</p>
Purpose/Importance	To capacitate and develop Adjudicators, Data Capturers and Farm School conductors in nine provinces
Source/Collection of data	<ul style="list-style-type: none"> • Attendance registers, • provincial reports, • evaluation forms, • programmes, • training manual, • monitoring tool in a form of a questionnaire and qualitative data upon observation for each development programme
Method of calculation	Count of attendants
Data limitations	None
Type of indicator	Input
Calculation type	Cumulative all numbers will be added up to reach an annual target.
Reporting cycle	Annually
New indicator	Yes
Desired performance	An increased pool of adjudicators, data capturers and farm school conductors trained to deliver the programme
Indicator responsibility	Branch S

Indicator details	5.2.2 Number of learners participating in social cohesion programmes
Short definition	Total number of learners, who participate in the citizenship, rights and responsibilities, and constitutional values activities coordinated in collaboration with DBE and other Social Cohesion activities undertaken. Social Cohesion Activities are: GEMBEM Jamboree for Future Choices Albert Luthuli Moot Court Bill of Responsibility Programmes Youth Citizen Action Programme (YCAP) National Heritage Council (NHC) Programmes
Purpose/Importance	These activities are done to entrench social values, promote knowledge and understanding of rights and responsibilities, constitutional values and to promote patriotism.
Source/Collection of data	<ul style="list-style-type: none"> • Participation Registers of learners • Programmes of the activities
Method of calculation	Count
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: The output will be accumulation of all activities held throughout the year.
Reporting cycle	Annual
New indicator	No
Desired performance	All learners, educators and officials in the schooling system participate in the citizenship, rights and responsibilities, and constitutional values activities.
Indicator responsibility	Branch S: Directorate Social Cohesion

Indicator title	5.3.1 Number of Hot Spot Schools monitored towards Implementation of the NSSF.
Short definition	The NSSF seeks to address the prevalence of crime and violence in identified Hot Spot Schools. Hot Spot Schools are school that that are located in areas that have a high prevalence of crime and violence as determined by the South African Police Services (SAPS)
Purpose/importance	To ensure that Schools are a safe, caring environment in support of learning and teaching
Source/collection of data	<ul style="list-style-type: none"> • Sample of completed Monitoring Tool in a form of a questionnaire and a checklist • A database of all Hot Spot Schools • Lists of all schools monitored • School visitor's register signed
Method of calculation	Counting number of schools monitored
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative: all the quarter targets will be combined to make up an annual target.
Reporting cycle	Quarterly
New indicator	Yes
Desired performance	Reduction in the number of Hot Spot Schools
Indicator responsibility	Branch S



ISBN: 978-1-4315-2486-0

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