



DEPARTMENT OF BASIC EDUCATION

.....  
**REVISED FIVE-YEAR STRATEGIC PLAN**

**2015/16-2019/20**



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



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MARCH 2016



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## FOREWORD BY THE MINISTER OF BASIC EDUCATION

Basic Education is a concurrent function in Government and as the sectoral departments whose functions are of delivery require realignment in order to strengthen and deepen functions after two decades of delivery. In our effort to re-organise and re-align our functions with the emerging realities of the delivery landscape, it has been necessary to review our planning framework. As a result, it has been necessary to realign our functional areas, institutional structures and our plans and programmes to more explicitly reflect those of the national sphere in the basic education sector, while leaving the provincial functions to be covered in the different detailed provincial programmes and plans, in alignment with national priorities. The 2015/16-2019/20 Strategic Plan has therefore been reviewed and this current plan replaces previous versions in an effort to distinguish between institutional mandate and functions of national and provincial levels of Government.

The bold steps introduced by the previous administration saw the split of the Department of Education into the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) to focus on these two sectors closely. Improved quality of basic education was made the apex priority of government, with the intention of building specific strategies that would transform the basic education sector. The Action Plan to 2014: Towards the Realisation of Schooling 2025 was adopted as a sectoral plan in 2010, and its milestones informed the development of our short to medium-term goals as it was aligned with national priorities. We then revised the Action Plan to take account of the 2030 timelines indicated in the National Development Plan: Our Vision 2030 (NDP) and to ensure synergy with the NDP and to guide the development of the Medium-Term Strategic Framework (MTSF) 2014-2019. *Action Plan to 2019: Towards the Realisation of Schooling 2030* will guide the basic education sector in the development of our strategic plans and annual performance plans. Improved learner performance will continue to be the overriding goal in all our plans and strategies. The Revised Five year Strategic Plan affords the Department of Basic Education (DBE) the opportunity to reflect on the milestones achieved so far against Government's broader blueprint for development articulated in the NDP.

Further, in alignment with the post-2015 development agenda, articulated in the Sustainable Development Goals (SDG), 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. The process of the review of the organisational structure and repositioning the Department and the sector is almost complete. This will enable the Department to adequately carry out its mandate.

While it is encouraging to see that the strategies we have employed are beginning to yield desired outcomes, more work still needs to be done to transform our education system. The period 2015/16 to 2019/20 will be marked by consolidation of work and on guiding and deepening the work done at classroom, school and district level through the monitoring and supportive action of Provincial Education Departments and actions of the national Department of Basic Education.

We have communicated our areas of focus over the coming five years and have termed them "non-negotiables", which we are convinced will have an impact at classroom level. These include ensuring that the provision of the Learning and Teaching Support Materials (LTSM) is improved and that we work towards one textbook per learner per subject in all schools. The provision of LTSM over the past five years has been the best in the history of this country. However, despite the large investment in the post-apartheid period, LTSM shortages have persisted. The development of the sector plan on LTSM has enabled the Department to ensure that textbooks are ordered and delivered on time by provinces. The provision of high-quality DBE workbooks was a major milestone. The workbooks assist with the correct pacing of the curriculum and promote effective teaching and learning. The Department will, over the 2014-2019 MTSF period, focus on monitoring the workbooks' use and evaluate their impact on learning and teaching. Measures aimed at highlighting the importance of book retrieval will be undertaken. Functional and well-resourced school libraries will have a positive impact on our efforts to improve reading. The Department will, over the next five years, accelerate planning and implementation of identified projects through Operation Phakisa. This is a methodology



adopted by the Cabinet of the Government of the Republic of South Africa to fast-track delivery on the priorities encompassed in the National Development Plan, Vision 2030: Our future – Make it work (NDP).

Basic education continues to be our number one priority in Government, as the quality of learning is related to development of our people and our country. Over the last two decades, we have made substantial improvements in expanding access and participation and equity in our system. In focusing on reversing the systemic impact of apartheid education, we have put in place a comprehensive and integrated basic education infrastructure. In the next five years, we will deepen the quality of systems in the basic education sector in terms of the processes, structures and mechanisms for improving accountability and delivery in our schools. Despite Government's considerable investments in schools, our pro-poor funding and targeting mechanisms, and the considerable amounts of investment in the sector, it is clear that low performance still characterises too many of our schools. Although, international assessment studies (such as the Trends in Mathematics and Science Study results from 2002 to 2011) show us that we are improving the educational achievement for learners from poor households, there are still too many learners from poor households whose learning outcomes are too low, who are not able to read for comprehension, or who do not get high quality remedial attention, classroom feedback and support, or desirable learning outcomes.

South Africa spends about 5% of its Gross Domestic Product (GDP) on basic education and about 1.4% on higher education. This has begun to show results. Pre-school education and Early Childhood Development (ECD) have expanded massively; there is gender parity in school enrolment; and retention and through-put ratios have improved substantially up to Grade 9. However, the schooling system needs to address the drop-out rates from Grades 9 to 12. The introduction of the Second Chance Programme for young people, youth development and energised social cohesion programmes, curriculum differentiation for more effective inclusive education and the introduction of the three stream curriculum model – academic, technical and vocational streams – are innovations designed to improve curriculum choices, the quality of schooling, and to reduce repetition and drop out rates and deepen quality of learning outcomes and achievement for learners in the sector.

Through the NDP, our priorities have been set. We have to improve the quality of teaching and learning through better teacher support, development, utilisation and supply, as well as better materials provisioning and infrastructure development, preservation and maintenance. We are realigning the departmental structures, partnerships and assessment systems in our system so that they better support learning, feedback and support in our classrooms, and systemic accountability for the resources our country invests in our schools. We are acutely aware that learner well-being affects schooling and learning – more so than in other contexts. Through our evaluations, we will deepen the reach of care and support programmes including nutrition, health promotion, school sports and safety projects, as well as inclusive education efforts such as expanding the use of South African Sign Language.

Together with partners, the investment in teacher development centres, and the use of Information and Communication Technology (ICT) in teacher development has enabled us to multiply and expand the reach of our efforts at supporting our teachers in subject content knowledge and teaching practice. Stability has been achieved in curriculum reform and, working with our provincial counterparts, efforts to ensure full curriculum coverage at classroom level will be the focus of all programmes through better accountability for learning and collaboration with all stakeholders. Our focus over the next five years will also be the improvement and progression of especially Mathematics, Science and Technology (MST). Our ultimate goal is to have MST and Reading offices in all provinces as part of strengthening support for improved curriculum delivery.

We will also strengthen the implementation of our African Language policies, in support of social cohesion. The NDP requires all South Africans to learn at least one indigenous language as part of nation building and social cohesion. In 2014 we began with the incremental introduction of African languages (IIAL) in eight provinces and 228 schools as an immediate response. The integration of Information and Communication Technology (ICT) in teaching and learning will also form part of our core strategies for developing learners and teachers who have relevant modern skills that match the needs of our changing world.

Over the next five years, the sector will have dedicated programmes to support rural and small schools. The Department is in the process of reviewing and strengthening policies and strategies for multi-grade and rural schools.

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

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

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

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

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

The Department will continue to work with all stakeholders in an effort to use schools as vehicles for promoting access to a range of public services among learners, such as sport and culture, safety and health. The Department will also strive to maintain labour peace in the sector so that teaching and learning can proceed without disruptions, while consulting with key partners, teacher unions and parent and community formations to ensure that quality teaching and learning remain uppermost in the psyche of our learners, educators, parents and partners.

We remain hopeful that stabilisation in administration and strengthening of institutional structures will yield fruit in the Eastern Cape PED, which is currently under section 100(1)(b) of the South African Constitution. The DBE will continue monitoring and supporting the province where necessary. In addition, the Department will intensify its role as articulated in the National Education Policy Act (NEPA) of monitoring programme implementation by provinces. Provincial Oversight visits will form part of the Department's activities at least twice a year, and better integration of activities and work with other spheres of Government will be undertaken or co-ordinated with other oversight bodies, such as Parliamentary Portfolio and Select Committees, the National Treasury and the Auditor-General, among others. We are also mindful that all monitoring and oversight over financial and governance activities in the sector need to be strengthened starting with more careful oversight of district level processes and outcomes, and much deeper support through our provincial and partner engagements.

We have established the READ TO LEAD Campaign is a four-year campaign to create a national focus to improve the reading abilities of all South African children. It seeks to provide energy, as well as direction and inspiration, across all levels of the education system as well as in homes and the public domain to ensure that by 2019, all learners are able to demonstrate age appropriate levels of reading. The campaign is a national response to national, regional and international studies that have shown over a number of years that South African children are not able to read at expected levels, and are unable to execute tasks that demonstrate key skills associated with Literacy. Getting young people to read and write for school, for leisure, and even in the world of work, is a critical aspect of the development of the social fabric of our country. We need to ensure that South Africa becomes a reading nation. In order to encourage reading, the 1 000 School Libraries per year Project was launched in those schools that have existing spaces that may be converted into school libraries with conventional and technology-mediated reading platforms. Non-governmental organisations (NGOs), communities, and individuals have volunteered to establish or refurbish school libraries and classroom library corners and to provide alternatives to conventional books by making available reading material and resources which are available digitally.

I am confident that all our plans in the basic education sector are aligned to the NDP and through interventions in our *Action Plan: Towards the Realisation of Schooling 2030*, these plans will assist in enabling us to deliver on the transformation mandate for quality basic education in our country.



**Mrs AM Motshekga, MP**

**Minister**

**OFFICIAL SIGN-OFF**

It is hereby certified that this strategic plan:

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



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**Ms N Molalekoa**

**Chief Financial Officer**



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**Ms VC Carelse**

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

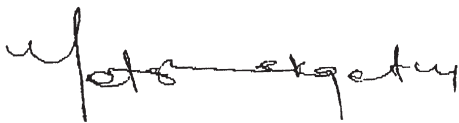


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**Mr HM Mveli**

**Director-General**

**Approved by:**



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**Mrs AM Motshekga, MP**

**Minister**

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# PART A: STRATEGIC OVERVIEW

The Department of Basic Education (DBE) has embarked on a process of reviewing its strategic plan for 2015/16-2019/20 and the subsequent Annual Performance Plan for 2016/17 based on a policy shift or focus. This exercise is informed by the challenge of not separating the sector functions from the National Department's functions. This manifested itself in the type of indicators that have been in the DBE plans from 2010/11 to date. The emphasis of the Department is now to focus on its role as expressed in the National Education Policy Act (NEPA), (Act No. 27 of 1996). The revised DBE's plan is based on its role of policy development, monitoring the implementation of policy and the oversight role expected in provinces as a result of the NEPA, mandate.

This revised strategic plan therefore identifies important strategic outcome-oriented goals and objectives against which the Department of Basic Education's medium-term results can be measured and evaluated by Parliament. It should be read in conjunction with other government plans and education sector plans, particularly the NDP, *Action Plan to 2019: Towards the Realisation of Schooling 2030* and the Medium Term Strategic Framework (MTSF) 2014 to 2019. This Strategic Plan will inform the development of the Annual Performance Plans (APPs) of the Department over the remaining four years of the five-year electoral term.

## 1. VISION

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

## 2. MISSION

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

## 3. VALUES

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

**People:** Upholding the Constitution, being accountable to the Government and the people of South Africa.

**Excellence:** Maintaining high standards of performance and professionalism by aiming for excellence in everything we do, including being fair, ethical and trustworthy in all that we do.

**Teamwork:** Cooperating with one another and with our partners in education in an open and supportive way to achieve our shared goals.

**Learning:** Creating a learning organisation in which staff members seek and share knowledge and information, while committing them to personal growth.

**Innovation:** Striving to address the training needs for high-quality service and seeking ways to achieve our goals.

## 4. LEGISLATIVE AND OTHER MANDATES

### 4.1 Constitutional Mandate

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

### 4.2 Legislative Mandate

Act	Brief Description
The National Education Policy Act (NEPA), 1996 (Act 27 of 1996)	The NEPA inscribes into law the policies, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It lays the foundation for the establishment of the Council of Education Ministers, as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that would collaborate in the development of a new education system. The NEPA therefore provides for the formulation of a national policy in both the general and Further Education and Training (FET) bands policies for, <i>inter alia</i> , curriculum, assessment, language, and quality assurance. The NEPA embodies the principle of cooperative governance, elaborated upon in Schedule 3 of the Constitution.
South African Schools Act, (SASA), 1996 (Act 84 of 1996), as amended	To provide for a uniform system for the organisation, governance and funding of schools. It ensures that all learners have the right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14 years.
Public Finance Management Act, 1999 (Act 1 of 1999)	To regulate financial management in the national and provincial governments and to ensure that government resources are managed efficiently and effectively.
The Division of Revenue Act, 2013 (Act 2 of 2013)	To provide for equitable division of revenue raised nationally and provincially.
Employment of Educators Act, 1998 (Act 76 of 1998)	To provide for the employment of educators by the state and for regulation of the conditions of service, discipline, retirement and discharge of educators. The Employment of Educators Act and the resultant professional council, the South African Council of Educators (SACE), now regulate the historically divided teaching corps.
Public Service Act, 1994, as amended Act 103 of 1994)	To provide for the organisation and administration of the public service as well as the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service.
South African Qualifications Authority Act, 1995 (Act 58 of 1995)	The South African Qualifications Authority Act provides for the establishment of the National Qualifications Framework (NQF), which forms the scaffolding for a national learning system that integrates education and training at all levels. The launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001 reinforced the resolve to establish an integrated education, training and development strategy that will harness the potential of adult learners. The design of the NQF was refined with the publication of Higher Education Qualifications Framework in <i>Government Gazette No. 928</i> , 5 October 2007, to provide ten levels of the NQF. The school and college level qualifications occupy levels 1 to 4 as in the original formulation, with plans to accommodate some of the college level qualifications at level 5. Higher education qualifications in the new formulation of the NQF occupy six levels, levels 5 to 10. Levels 5 to 7 are undergraduate and levels 8 to 10 are postgraduate.

### 4.3 Policy Mandate

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

<b>Education White Paper 1</b>	The fundamental policy framework of the Ministry of Basic Education is stated in the Ministry's first white paper, <i>Education and Training in a Democratic South Africa: First Steps to Develop a New System</i> (February 1995). This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiations and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
<b>Education White Paper 5</b>	The <i>Education White Paper on Early Childhood Development</i> (2000) provides for the expansion and full participation of 5-year-olds in pre-school reception grade education by 2010, as well as for an improvement in the quality of programmes, curricula and teacher development for 0- to 4-year-olds and 6- to 9-year-olds.
<b>Education White Paper 6</b>	<i>Education White Paper 6 on Inclusive Education</i> (2001) described the intention of the Department of Education to implement inclusive education at all levels of the system by 2020. Such an inclusive system will facilitate the inclusion of vulnerable learners and reduce barriers to learning through targeted support structures and mechanisms that will improve the retention of learners in the education system, particularly learners who are prone to dropping out.
<b>Education White Paper 7</b>	<i>Education White Paper 7</i> is about e-education and revolves around the use of ICT to accelerate the achievement of national education goals. It is about connecting learners and teachers to each other and to professional support services, and providing platforms for learning. It seeks to connect learners and teachers to better information, ideas and one another via effective combinations of pedagogy and technology in support of educational reform.
<b>The National Curriculum Statement Grades R to 12</b>	The National Curriculum Statement Grades R to 12, a policy statement for learning and teaching in schools, replaced the policy document, <i>A Resume of industrial Programmes in Schools, Report 550 (89/03)</i> . It embodies the vision for general education to move away from a racist, apartheid, rote model of learning and teaching, to a liberating, nation-building and learner-centred, outcomes-based initiative. In line with training strategies, the reformulation is intended to allow greater mobility between different levels and between institutional sites, as well as to promote the integration of knowledge and skills through learning pathways. Its assessment, qualifications, competency and skills-based framework encourages the development of curriculum models that are aligned to the NQF in theory and practice.

### 4.4 Relevant Court Rulings

- *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 answered this question in the affirmative and declared 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, 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.

## 4.5 Planned Policy Initiatives

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

Based on the mandates of the Sustainable Development Goals (SDGs), Managung Resolutions, the NDP, the *Action Plan to 2019*, the MTSF priorities and the internal non-negotiables, the following critical policy initiatives need to be considered:

- A need to have a policy on the expansion of the Early Childhood Development (ECD) programme to cover two years before Grade 1 because of the involvement of the Department of Social Development in the 0 to 4-year-old ECD programme;
- The sector is introducing an African language in schools, and to support this, the policy on the incremental implementation of African languages must be finalised urgently;
- On Inclusive Education, there is an urgent need to have the screening, identification, assessment and support framework approved as policy to strengthen the implementation of *White Paper 6 on Inclusive Education*;
- The emerging priority to offer History as a compulsory subject at all grades necessitates the development of norms and standards for uniform implementation in all provinces;
- On partnerships established to share the education burden with communities and other parties, the consultation process on the national school safety framework has to be completed to support future implementation; and
- A host of other policies developed and implemented in the previous term will continue to be implemented to support and promote quality delivery of education.

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

- i. Basic Education Laws Amendment Bill, 2014;
- ii. Safety Regulations; and
- iii. Personnel Administration Measures.

The Department has started working on the following policy instruments:

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



## 4.6 Strategic Focus Areas Emerging from Various Mandates

The basic education sector's planning will be based on political mandates that emanated from the 53<sup>rd</sup> Mangaung Conference Resolutions, the 2014 Election Manifesto of the Ruling Party, the NDP, the Sustainable Development Goals, the Sector Plan; *Action Plan to 2019* and the MTSF.

### 4.6.1 Political Mandates Emanating from Mangaung Resolutions

The following areas have been identified by the Ruling party as areas of focus for the sector in the current five years:

#### **On Children**

This is about accelerating the implementation of a comprehensive Early Childhood Development (ECD) programme by developing the right legislation, ensuring universal access to ECD and employing qualified ECD practitioners.

#### **On Youth**

The focus is on strengthening and implementing policies and programmes to eradicate drug abuse and alcohol-related harms and improving access to Sexual and Reproductive Health Services and family planning for the youth, including the implementation of a Schools' Health programme.

#### **On Disabilities**

The Department is expected to implement policies and programmes that are geared towards the protection and promotion of the rights of people with disabilities, continuing to mainstream learners with disabilities in schools, establishing full service schools but also prioritising the establishment of special needs schools for specific disabilities.

#### **On Sports and Recreation**

School sport must be used as the bedrock for national sport development and excellence; hence the Department must ensure that sport becomes compulsory in schools. Schools must also ensure that there is access to sporting facilities by children with disabilities.

#### **On Arts and Culture**

This is about the development of an indigenous language policy which seeks to promote indigenous languages. The sector must ensure that one African Language is compulsory in schools depending on the region.

#### **On Economic Transformation**

In order to invest in priority skills, it is necessary to improve the performance of South African learners in Mathematics and Science at Grades 3, 6 and 9 through ANAs. It is also critical to improve the quality of NSC results by increasing the number of Grade 12 University entrance passes.

#### **On Information and Communications Technologies**

In order to maximise the value of the development of ICT, a detailed sectoral plan is necessary to accelerate the uptake and usage of the ICT tools by schools. Promoting an e-literate society is possible by making e-skills a compulsory subject in all public schools. Young people must be encouraged to pursue careers in the ICT sector.

#### **On Stability in Schools and Protecting Education from Disruptions**

To stabilise schools, there is an urgent need to review the remuneration and conditions of employment of education professionals and to make recommendations on salary adjustments and wage increases in a manner that protects education as a national priority.

### **On Post Provisioning Norms**

To improve teacher utilisation, the sector needs to develop Post Provisioning Norms that would address curricula needs; profile all educators on the basis of their qualifications and teaching experience; and to match their teaching skills and competencies during appointments, making sure that teachers are placed where they are needed most.

### **On Resourcing Education: Procurement**

In order to provide all learners across the system with uniform and standardised textbooks, the sector needs to adopt a centralised approach in the procurement of Learning and Teaching Support Materials (LTSM), and expand the capacity of the sector to print text books and workbooks and own their intellectual property.

### **On School Infrastructure**

A comprehensive school building programme is needed to deal with school infrastructure urgently in an integrated manner especially to eradicate inappropriate school infrastructure.

### **On Monitoring and Evaluation of Performance**

In this term, rigorous monitoring and evaluation of the system through refining the Integrated Quality Management System (IQMS) for assessment of teachers, deputy principals and principals is critical. These assessments are intended to identify development gaps on content, leadership and management to improve accountability at school level.

### **On Review of Funding Model**

The funding model must have a bias towards poor communities in order to achieve parity and equality. A review of the funding model process is therefore necessary, within the sector.

### **On Appointment of School Principals**

Relevant legislation must be amended to allow for a different method of appointment of school principals. School principals must be appropriately qualified and must also be appointed on merit.

### **On Capacity of Government**

Training and development programmes for government officials to improve capacity for efficient service delivery need to be instituted constantly.

### **On Mismanagement, Incompetence and Ill-Discipline**

There are many cases of conflict of interest that relate to procurement involving public representatives and civil servants. This is about government and unions co-operating to stamp out ill-discipline in the sector.

### **On Language and Cultural Education**

The sector needs to prepare resources, curriculum, teachers and other support measures to ensure an efficient introduction and implementation of the indigenous languages programme. Teachers must also be developed with regard to the use of sign language.

### **On Curriculum**

To improve the teaching of Mathematics, Science and Technology subjects, the Minister has appointed a Ministerial Team to investigate, among others, the academic value and benefit of Mathematical Literacy; whether it is desirable in Matric to have a pass rate of above 50% in five subjects and 30% in two subjects; and to examine a three curriculum stream model in schools.

### **On School Governing Bodies**

Reviewing School Governing Bodies' (SGBs) policies and legislation is critical to prevent unfair discrimination and exclusion and to promote integration. SGBs need to be guided on their roles, responsibilities and functions.

### **On Section 100 (1) (b)**

The national Department must link interventions in the affected provinces with efforts to develop capacity in areas of interventions.

### **On Multi-Grade Schools**

Until Multi-grade schools are phased out, focused dedicated service and support must be provided to Multi-grade schools with elaboration at all levels in the system starting from national to provincial, district and up to school level.

### **On Retention and Drop-Out Rates and Learner Safety**

All measures must be taken to strengthen the basic education sector to provide more opportunities for young people as well as increasing retention, progression, and completion rates in the basic education sector. This means there must be focused programmes to address drop-out rates especially in high schools and the negative effects of teenage pregnancy, gangsterism, bullying and vulnerability. The DBE and DHET must collaborate in expanding the effectiveness of credible post school education and training options.

## 4.6.2 The National Development Plan

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

Area of Focus	NDP Mandate
<b>ECD</b>	<ul style="list-style-type: none"> <li>Expanded access to Early Childhood Development (covered in Outcome 13) and improvement of the quality of Grade R;</li> <li>Standardise the guidelines, norms and standards for early childhood development;</li> <li>Universal access to two years of early childhood development;</li> <li>Improve state funding for early childhood development; and</li> <li>Invest in training early childhood development practitioners.</li> </ul>
<b>Inclusive Education</b>	<ul style="list-style-type: none"> <li>Ensuring that all children with disabilities have access to quality education; and</li> <li>Provide inclusive education that enables everyone to participate effectively in a free society.</li> </ul>
<b>Sports</b>	<ul style="list-style-type: none"> <li>Encourage sports and physical education; Sports is an integral part of the holistic development of a learner; and</li> <li>The Department of Arts and Culture and the Department of Basic Education are developing plans to revitalise arts and culture in schools.</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>Learner's home language should be used as a medium of instruction for longer and English is introduced much earlier in the Foundation phase.</li> </ul>
<b>MST</b>	<ul style="list-style-type: none"> <li>Increase the number of enrolments in Mathematics and Science;</li> <li>Improve the school system, including increasing the number of students achieving above 50% in Literacy and Mathematics; and</li> <li>90% of learners in Grades 3, 6 and 9 must achieve 50% or more in the Annual National Assessment in Literacy, Numeracy/ Mathematics and Science.</li> </ul>
<b>ANA</b>	<ul style="list-style-type: none"> <li>Externally administer and mark the ANA in one primary school grade.</li> </ul>
<b>International Tests</b>	<ul style="list-style-type: none"> <li>Improve our position in international education rankings: 2022 Target 600 in SACMEQ while the 2030 Target is 500 points in TIMSS.</li> </ul>
<b>NSC</b>	<ul style="list-style-type: none"> <li>A target of 450 000 learners being eligible for a Bachelor's programme with Mathematics and Science must be reached.</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li>Expose teachers to the use of technology in their own training and train them to use it in their teaching; and</li> <li>The Departments of Basic Education, Telecommunications and Postal Services and Public Enterprises and INFRANCO must draw a joint plan to roll out broadband ICT infrastructure.</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>Change the pay structure of teachers. Teachers' salaries need to be competitive in comparison to other areas of the public sector; and</li> <li>Teacher development should build teacher subject knowledge and provide training in effective teaching methods.</li> </ul>
<b>Teacher Recruitment and Deployment</b>	<ul style="list-style-type: none"> <li>Addressing policy blockages that prevent the deployment of teachers to teach where they are most needed;</li> <li>Produce more and better qualified teachers; and</li> <li>Expand the Funza Lushaka Bursary Scheme and ensure that Funza Lushaka graduates are immediately absorbed into schools.</li> </ul>

Area of Focus	NDP Mandate
<b>Principals</b>	<ul style="list-style-type: none"> <li>• Replace incompetent principals who repeatedly fail to meet performance targets;</li> <li>• Introduce performance contracts for principals in line with the Department of Basic Education policy; and</li> <li>• Appointment of principals will be based on competency assessments as in other senior management positions.</li> </ul>
<b>School Management and Accountability</b>	<ul style="list-style-type: none"> <li>• Introduce an education accountability chain, with lines of responsibility from state to the classroom; and</li> <li>• Reinforce school management for instructional leadership.</li> </ul>
<b>Infrastructure</b>	<ul style="list-style-type: none"> <li>• Eradicate inappropriate infrastructures and provide basic services; and</li> <li>• All schools should meet the minimum infrastructure standards by 2016.</li> </ul>
<b>Funding of learners</b>	<ul style="list-style-type: none"> <li>• Provide full funding assistance covering tuition, books, accommodation and living allowance to students from poor families.</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Keeping curriculum changes to a minimum will enable teachers to develop the core skills and competence to deliver the curriculum.</li> </ul>
<b>SGBs</b>	<ul style="list-style-type: none"> <li>• Give additional support to School Governing Bodies.</li> </ul>



### 4.6.3 The Medium-Term Strategic Framework

As part of the preparations for the new five-year term, the development of a new MTSF was initiated in 2013; and was finally approved by Cabinet in August 2014. It is an instrument through which deliverables of the sector have been set for the current electoral term. The MTSF outputs have been aligned to the NDP priorities for the sector, and it is the milestones in this document that will be used to track performance of the Minister and the sector.

The implementation of the MTSF began immediately after the 2014 elections, and to date five reports against this plan have been tabled at Cabinet. The new developments in this area during 2015 include development of annual targets for the entire five-year period and the refinement process that was initiated by the Department of Planning, Monitoring and Evaluation (DPME). The refined MTSF will be approved by Cabinet for implementation in 2016/17. The MTSF sub-outcomes are reflected below:

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

The detailed actions for each sub-outcome are as captured below:

<b>Output 1: Improved Quality of Teaching and Learning Through Development, Supply and Effective Utilisation of Teachers</b>	
<b>Sub-output</b>	<b>Activities</b>
Teacher development and competency	Implement and monitor implementation of an appropriate framework for teacher development (INSET) Teacher knowledge testing system for feedback into training and support operational and utilised by teachers Strengthening inclusive education
Teacher supply	Absorbing Funza Lushaka bursary holders Implement a strategy for attracting sufficient qualified, young teachers including for Grade R
Teacher availability and utilisation	Ensure availability and utilisation of teachers so that large classes are avoided
<b>Output 2: Improved Quality of Teaching and Learning Through Provision of Adequate Quality Infrastructure and LTSM</b>	
<b>Sub-output</b>	<b>Activities</b>
Physical infrastructure and environment of every school meet the required norms and standards and inspire learners to come to school and learn and teachers to teach	Eradicate inappropriate school structures, construct new structures and provide infrastructure facilities Provide schools with infrastructure and facilities in line with agreed norms and standards Provide learners with access to information via broadband
Every learner access to the required minimum set of textbooks and workbooks	Provide learners with access to required textbooks Provide learners with access to required workbooks

<b>Output 3: : Regular Annual National Assessments to Track Improvements in The Quality of Teaching and Learning (ANA)</b>	
<b>Sub-output</b>	<b>Activities</b>
A world class system of standardised annual national assessments (ANA) for grades 1 to 9	Implement a strategy to strengthen and improve the quality of annual national assessments for grades 1 to 9
Teacher availability and utilisation	Ensure availability and utilisation of teachers so that large classes are avoided
<b>Output 4: Improved Grade R and Planning for Extension of ECD</b>	
<b>Sub-output</b>	<b>Activities</b>
Access to Grade R	Universal Grade R coverage
Learner support material	Distribute resource packs to grade R learners
Personnel	Implement strategy for supply and quality of Grade R practitioners
Quality	Implement assessment system for Grade R quality and impact on school readiness
Planning	Option analysis, policy development and planning for a second year of ECD prior to Grade R
<b>Output 5: A Credible, Outcomes-Focused Planning and Accountability System (Building The Capacity of The State Capacity of The State to Intervene and Support Quality Education)</b>	
<b>Sub-output</b>	<b>Activities</b>
Strengthen school management and promote functional schools	Appropriate school leadership (principals) Instructional leadership Implement a strategy to strengthen school management Improve school management and information system
Strengthen the capacity of district offices	Provincial district strategy and monitoring implemented
Revise regulatory and implementation frameworks as required	All components of post-provisioning policy and regulations revised
<b>Output 6: Partnerships for a Strong Education System</b>	
<b>Sub-output</b>	<b>Activities</b>
Strengthened partnerships between government, business, voluntary organisations and communities to improve basic education	Ensure support , monitoring and learning from collaborations and partnerships with the independent and voluntary sector

#### 4.6.4 The Sector Plan

In 2011, the DBE, as part of finding its mandate after the split of education into two Ministries, put together a sector plan, *Action Plan to 2014: Towards Realisation of Schooling 2025*, for the first time, with the aim of drawing all education efforts into synchrony with one another. Historically, emphasis of this plan was on the processing of resources and inputs into quality learning outcomes. In line with the NDP, the sector has also extended the *Action Plan to 2019* to stretch to 2030, while keeping its original goals of quality improvement and adding emerging areas that need attention. The implementation of the *Action Plan to 2019* and the achievement of the targets therein, will continue to find expression in schools, districts, PEDs and DBE plans.

The following goals are representative of the *Action Plan to 2019* since 2012 to date:

**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 9 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.

**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 amongst learners to a wide range of media, including computers, which enrich their education.

**Goal 21:** Ensure that the basic annual management processes take 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.

**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 teach.

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

**Goal 26:** Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.

**Goal 27:** Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-Education.

#### 4.6.5 Issues from the Budget Speech for 2015/16 MTEF

The Minister's Budget Speech highlighted the following areas of focus for the 2015/16 MTEF:

- The sector needs to align its work with the Freedom Charter, NDP, Mangaung Resolutions, the 2014 Election Manifesto, the *Action Plan to 2019* and the 2015 State of the Nation Address;
- Improvement of governance and management throughout the sector;
- Improving the quality of the Annual National Assessments and National Senior Certificate examinations;
- Heightened district and school support;
- Appropriate and timely teacher placement through the Post Provision Norms;
- LURITS and usage of school data management to inform planning at all levels
- Addressing school safety issues e.g. bullying and violence;
- Paying more attention to learner health issues e.g. drug abuse and screening of learners;
- Entrenching Social Cohesion in schools through various means e.g. school sports and Moot Courts;
- Implementation of African Languages and History;
- Improving learner access to LTSM - textbooks and workbooks;
- Curriculum coverage in all grades;
- Accelerated teacher development and teacher awards to incentivise the profession;
- Delivery of school infrastructure through the ASIDI project;
- An in-depth focus on Early Childhood Development and Grade R in primary schools;
- Strengthening rural schooling and multi-grade teaching;
- Improvement in the teaching of Mathematics, Science and Technology subjects;
- Improving reading and literacy;
- Leveraging partnerships through the National Education Collaboration Trust; and
- Establishment of Norms and Standards for managing concurrent functions.

## 4.6.6 How the Department is Responding to the Integrated Mandates

After a thorough analysis and reflection on the political and government mandates detailed in the entire sub-section 4.6, the following broad themes have been identified as cutting across all the mandates, and the table below is a reflection of how the Department will comprehensively respond to these mandates:

Cross-Cutting Themes	DBE Response	Branch
<b>Early Childhood Development</b>	<ul style="list-style-type: none"> <li>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%;</li> <li>Mediation and support for implementation of Grade R resource toolkit and workbook;</li> <li>Conduct an audit to identify curriculum needs of Grade R practitioners;</li> <li>Foundation Phase and Grade R subject advisors will be capacitated to implement the NCS by using the resources effectively;</li> <li>Development of a 3-year costed <i>Action Plan to 2019</i> for the provision of an additional year before Grade R;</li> <li>Development of the guidelines for implementation of the National Curriculum Framework (NCF) for Children from Birth to 4;</li> <li>Development of integrated monitoring, support and research to support the implementation of the NCF;</li> <li>Development of advocacy and communication materials for parents, practitioners and civil society;</li> <li>Strengthen inter-sectoral, inter-departmental and inter-provincial collaboration in improving the quality of ECD provisioning related to training and curriculum implementation;</li> <li>Development of training guidelines to support the capacity of provinces to improve the provision of accredited training of practitioners in registered ECD centres; and</li> <li>Ensuring that Grade R practitioners are enrolled in either the B.Ed-Foundation Phase or Diploma in Grade R teaching.</li> </ul>	C
<b>Universal Access to schooling and successful completion of schooling at grade 12</b>	<ul style="list-style-type: none"> <li>Strengthening interventions to support progressed and retained (repeaters) learners in Grade 9 (Subject profiles and subject improvement plans);</li> <li>Monitor and ensure that provinces mediate diagnostic reports and incorporate findings in the improvement plans;</li> <li>Monitor curriculum coverage through analysing NSLA reports; and</li> <li>Ensure that provinces avail and mediate DBE study guides to learners.</li> </ul>	C
<b>Learner Wellness, Safety and Social Cohesion in Schools</b>	<ul style="list-style-type: none"> <li>Develop a strategy for institutionalising Psychosocial Support Services (PSS) in the basic education sector;</li> <li>Sensitisation of educators and School Management Teams (SMTs) on how to identify and address PSS barriers to learning; and</li> <li>Improve referral networks at circuit level.</li> </ul>	C
<b>Inclusive Education</b>	<ul style="list-style-type: none"> <li><u>SIAS Policy</u>: Implement an efficient system for early identification and intervention in addressing barriers to learning;</li> <li><u>Curriculum Differentiation</u>: Teachers are to be empowered to teach and assess in a manner that takes into consideration the diversity of learner needs in the classroom;</li> <li><u>SASL CAPS</u>: There is an urgent need to put programmes in place that will improve retention and completion rates of deaf learners;</li> <li><u>Skills and Vocational Programmes</u>: The existing National Curriculum Statement Grades R-12 is academic and therefore limits options for career paths informed by interest and aptitude. During this term, specific programmes will be developed for learners with disabilities to empower them with skills; and</li> <li><u>Home Education Policy</u>: This policy is to be implemented to promote access to education for all children including those who may not thrive in a schooling system.</li> </ul>	C
<b>Sports</b>	<ul style="list-style-type: none"> <li>Physical Education: Develop guidelines on how to effectively implement Physical Education in line with the CAPS; and</li> <li>The hosting of the SA school League Championship will receive the full support of the Department of Basic Education.</li> </ul>	C



Cross-Cutting Themes	DBE Response	Branch
<b>Arts and Culture/ Languages</b>	<ul style="list-style-type: none"> <li>• Implementation of IIAL in Grade 1 in 3558 schools in 2016, which demands for sufficient language teachers;</li> <li>• Develop IIAL strategy and effect changes to policy regulations;</li> <li>• Development of IIAL strategy to promote the offering of African languages in schools that do not offer African languages in 2016;</li> <li>• Develop the Second Additional Language (SAL) curriculum for Grades 1-3 in all 11 official languages;</li> <li>• Develop SAL Toolkit for Grade 1 implementation;</li> <li>• Develop Language Framework to strengthen the offering of African Languages as the Language of Learning and Teaching (LoLT);</li> <li>• Policy changes gazetted to support the implementation of three languages in Grades 1 to 12; and</li> <li>• Capacity building on how to conduct an Oral History project.</li> </ul>	C
<b>Mathematics and Science</b>	<ul style="list-style-type: none"> <li>• Participation in these gateway subjects has been the main focus in some schools in the last few years;</li> <li>• 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, while the number of learners doing Mathematics increases, in order to offer learners a chance in their future careers;</li> <li>• 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</li> <li>• Technical subjects are to be supported through the recapitalised technical secondary schools.</li> </ul>	C
<b>Assessments (ANA, NSC and TIMSS)</b>	<ul style="list-style-type: none"> <li>• 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;</li> <li>• ANA testing needs to be improved in terms of the quality of questions – to make sure the examination system is rigorous and scientific in order to ensure that system performance can be effectively tracked;</li> <li>• Strengthening interventions to support progressed and retained (repeaters) learners in Grade 9 (Subject profiles and subject improvement plans);</li> <li>• Monitor and ensure that provinces mediate diagnostic reports and incorporate findings in the improvement plans;</li> <li>• Monitor learner performance through analysing Evidence Based Reports;</li> <li>• Collate and analyse assessment item banks for all content subjects in Grades 1-9;</li> <li>• 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;</li> <li>• ANA Framework for improvement of Grades 1-9 in Languages;</li> <li>• Mediation of ANA diagnostic report and Framework with key stakeholders;</li> <li>• Report on interventions to strengthen ANA results in collaboration with key stakeholders; and</li> <li>• Diagnostic analysis of learner performance in Languages compiled annually.</li> </ul>	C
<b>SACMEQ</b>	<ul style="list-style-type: none"> <li>• Interventions are in place to support the achievement of improved language outcomes in Grade 6.</li> </ul>	C

Cross-Cutting Themes	DBE Response	Branch
<b>Teacher Recruitment and Placement and utilisation</b>	<ul style="list-style-type: none"> <li>• Attracting young educators into the system has become a necessity in due to the aging teacher profile;</li> <li>• Manage the Funza Lushaka bursary programme;</li> <li>• Monitoring the filling of posts including the placement of young qualified educators;</li> <li>• Amend the PPM to accommodate curriculum changes;</li> <li>• Monitor annual implementation of the post provisioning norms; and</li> <li>• The IIAL implementation in 2016 demands for sufficiently trained language teachers.</li> </ul>	T
<b>Teacher Development and professionalism</b>	<p><b>Teacher Development</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• Increased remuneration of ECD teachers (if implemented by all provinces) will soon put a strain on provincial personnel budgets; therefore better planning is critical;</li> <li>• Development of ICT integration programmes for teachers - Provide Training of Trainers on the programme and support provinces in cascading the programme; and</li> <li>• 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.</li> </ul> <p><b>Improving Teacher Professionalism</b></p> <ul style="list-style-type: none"> <li>• Incremental introduction of self-assessments;</li> <li>• Development of testing tools and uploading of tools into all Teacher Centres;</li> <li>• Pre-tests should be administered to teachers before training; and post tests administered after training (this to be built into every training programme);</li> <li>• Incremental introduction of other subjects tests will be done through pilot processes;</li> <li>• Development of instruments to evaluate the impact of Teacher Development programmes; and</li> <li>• Impact analysis of is programme will be conducted.</li> </ul>	T
<b>Competency of Principals</b>	<ul style="list-style-type: none"> <li>• Development of the Advanced Diploma in Leadership and Management;</li> <li>• Conducting of annual surveys to determine the availability of basic management documents in sampled schools;</li> <li>• Development of competency assessments for the appointment of principals;</li> <li>• Strengthening the appointment of principals and possible signing of performance contracts or work plans by School Management Teams; and</li> <li>• Management and leadership training to enhance skills that will enable all managers to be competent in performing their core duties.</li> </ul>	T
<b>Functionality of Districts and Schools</b>	<ul style="list-style-type: none"> <li>• Making sure that norms and standards for interaction between the provincial offices and districts, and between districts and schools, are set. These norms will guide the operations of all 81 districts;</li> <li>• Improving districts' operations in terms of staff capacity, planning, monitoring and evaluation, curriculum oversight and HR management operations in order to bring about the desired change in schools;</li> <li>• Implementation of performance management systems and whole-school evaluation policies; and</li> <li>• Improving schools' capacity in terms of curriculum monitoring, oversight roles of principals and school management teams, and making sure that all principals are competent in their management functions.</li> </ul>	D

Cross-Cutting Themes	DBE Response	Branch
<b>School Governance: SGBs</b>	<ul style="list-style-type: none"> <li>Establish national and provincial consultative forum for School Governing Body Associations;</li> <li>The DBE provides guidelines on elements that SGBs have to be trained on and monitor the training therefore;</li> <li>Monitor the implementation of the Guidelines on the Capacity Building Programmes for SGBs; and</li> <li>Heightened participation of the community through School Governing Bodies (SGBs) and parents.</li> </ul>	T
<b>LTSM</b>	<ul style="list-style-type: none"> <li>Conduct research, develop and monitor the provisioning of textbooks for selected subjects and selected grades;</li> <li>Gradual development of textbooks for selected subjects and selected grades;</li> <li>To ensure that the sector provides core textbooks per learner, per subject and per grade;</li> <li>The need to centralise procurement of LTSM in order to gain from economies of scale for provinces;</li> <li>The development and strengthening of Norms and Standards for retrieval of textbooks at school level; and</li> <li>Limiting titles and price caps to improve value for money and efficiency.</li> </ul>	C
<b>Infrastructure</b>	<ul style="list-style-type: none"> <li>Reducing inappropriate school structures by constructing new ones and maintaining existing ones;</li> <li>Prioritising the provisioning of basic services to schools (water, sanitation and electricity), within the ASIDI project;</li> <li>Implementation and adherence to the infrastructure Norms and Standards in all new projects (which makes some projects a little more expensive than before);</li> <li>Progressive maintenance and provisioning of school furniture for each learner; and</li> <li>Finding alternative funding methods for other school infrastructure projects.</li> </ul>	I
<b>ICT</b>	<ul style="list-style-type: none"> <li>Co-ordinate, monitor and support the development of the plan to roll-out broadband ICT infrastructure;</li> <li>Develop Open Source educational software and content;</li> <li>Ensuring that teacher resource centres in all provinces have ICT programmes for the professional development of teachers, exposing them to the use of technology in the classroom;</li> <li>Expediting the implementation of the Operation Phakisa 3-foot plan where: <ul style="list-style-type: none"> <li>schools will be provided with connectivity in collaboration with DTSPS;</li> <li>Teachers will be provided with ICT hardware and trained accordingly for proper utilization;</li> <li>Curriculum content will be digitized and provided on various platforms for accessibility to teachers and learners; and</li> <li>Learners will be provided with IT equipment for use in the classroom.</li> </ul> </li> </ul>	C
<b>Multigrade Schooling</b>	<ul style="list-style-type: none"> <li>Multi-grade teaching needs to continue; and must be supported through specific and appropriate training of teachers to improve their technical skills;</li> <li>Small and farm high schools, where possible, need to be merged and provided with facilities such as hostels. In the absence of hostels, learner transport must be provided, working in collaboration with the provincial Departments of Transport; and</li> <li>Rural and non-viable schools are still existent in the education sector, and a number of programmes must be closely monitored by the DBE to make sure that learners affected by this set-up are not disadvantaged in terms of access to quality education.</li> </ul>	C
<b>Kha Ri Gude</b>	<ul style="list-style-type: none"> <li>Kha Ri Gude will continue with its mandate of reaching South African illiterate adults by offering basic literacy and numeracy;</li> <li>In its final year (2016/17), this programme will be also utilised to offer a Second Chance Matric programme for the youth who dropped out of school for various reasons; and</li> <li>This programme can also be utilised to focus on youth employment at a local level, contributing positively to economic empowerment of the youth.</li> </ul>	C

Cross-Cutting Themes	DBE Response	Branch
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• Heightened participation of the community through school governing bodies (SGBs) and parents;</li> <li>• Strengthening partnerships with other stakeholders to improve the delivery of education through collaborations;</li> <li>• Utilisation of inter-departmental collaborations to deliver support programmes on social cohesion, learner wellbeing and safety;</li> <li>• Programmes such as de-worming are being introduced in partnership with the Department of Health to consolidate the nutrition programme; and</li> <li>• Promotion of active citizenry on educational matters.</li> </ul>	P
<b>Job Creation</b>	<ul style="list-style-type: none"> <li>• The Kha Ri Gude programme is also utilised to focus on youth employment at a local level;</li> <li>• The ASIDI programme will continue to employ large numbers of unemployed citizens to work through the contracted service providers and implementing agents of all infrastructure programmes planned; and</li> <li>• Through internships and learnerships, short-term jobs are created for the youth.</li> </ul>	All

## 5. SITUATIONAL ANALYSIS: KEY EXTERNAL ISSUES IN THE DELIVERY ENVIRONMENT

### 5.1 Access to Education

The SASSA, 1996 requires parents to ensure that their children attend school from the first school day of the year in which they turn 7, until the last school day of the year in which they turn 15, or the end of Grade 9, whichever comes first. In 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. 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).

### 5.2 Contribution to the South African Economy

The South African economy relies heavily on the availability of human capital; and the education sector is looked upon as the centre from which skills should be attained in key subjects that drive the development of a healthy economy. There is a need for the sector to improve the learning outcomes; especially because 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. StatsSA also revealed 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. 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 such as Mathematics, Science and Technology.

Deriving from the Minister of Finance's budget policy statement in 2016, the context of delivery is one characterised by fiscal and other constraints. The global economic crisis that began five years ago has been more severe and persistent than anyone could have foreseen. The economy has continued to grow at a moderate pace, reflecting global and domestic factors, but it will still be necessary to enable growth and structural reforms over the medium term.

#### 5.2.1 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.

#### 5.2.2 Building an Efficient State

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

#### 5.2.3 Benchmarking Learner Performance: Participation in International Assessments

Since 1994, the basic education sector has been committed to participating in international testing programmes such as Trends in Mathematics and Science Studies (TIMSS), Progress in Reading and Literacy Study (PIRLS) and the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ). In fact, it is a commitment by the Department which lies behind the realisation among policy makers around 2005 that the sector needed to change its strategies fundamentally if quality schooling for all is to be achieved.

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

#### **5.2.4 Presidential Initiatives on 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, PEDs have not been able to drive school infrastructure projects with the anticipated momentum. Capacity, market and provider constraints have been cited as the main challenges in the provisioning of infrastructure. The Presidential Infrastructure Co-ordinating Commission, announced by the President in his 2012 State of the Nation Address, as well as the appointment of implementing agencies in different provinces, will improve delivery and provision of school infrastructure. The Department will continue to eradicate mud and unsafe school structures through the ASIDI project to bring about dignity in education. Recruitment of qualified personnel with Built-environment expertise in the provinces is expected to add impetus to the planning and delivery of infrastructure.

## **6. ORGANISATIONAL ENVIRONMENT**

### **6.1 Structure of the Institution**

The DBE has a fluid structure, which evolves and changes as the needs dictate. In the last few years, due to pressure emanating from poorly managed provinces and the lack of accountability systems in certain pockets of the system, certain critical adjustments were made to ensure that there is accountability and monitoring of provinces, schools and districts. The scenario of managing concurrent functions with PEDs does not make the oversight role of the national Department any easier; hence a Branch: District Co-ordination, Monitoring and Support function was set up to be responsible for this oversight role so that provincial and district performance matters are kept on the radar.

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 of monitoring and overseeing the implementation of programmes by provinces. During this year, a substantive Director-General was appointed 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. 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 the MPAT indicators in the Performance Agreements of senior managers.

## 6.2 The DBE's Oversight Role and Responsibility to Provinces

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

## 6.3 Alleviation of Provincial Budget Pressures

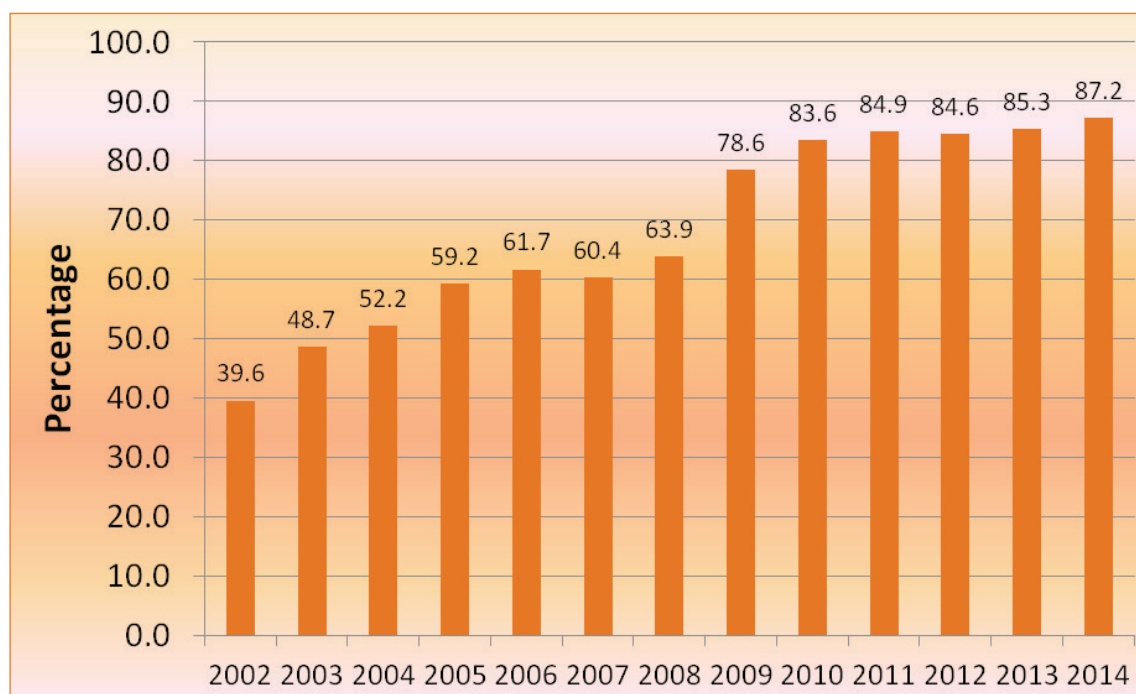
The main challenge with most provincial budgets is the considerable size of the budget for the Compensation of Employees. This exerts pressure on non-personnel expenditure. Support will be given to provinces for budget monitoring and proper administration of post-provisioning norms to ensure that budget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

## 6.4 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.

### Access to Educational Institutions:

#### Percentage of 5 year old children attending educational institution, 2002 – 2014



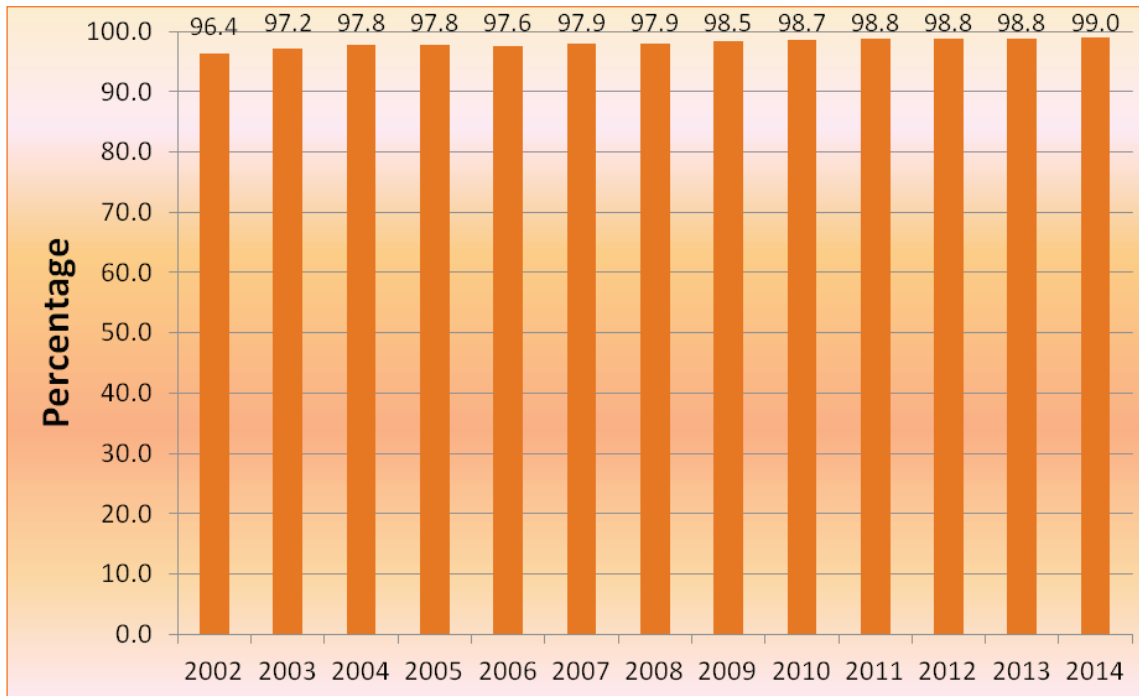
Source: General Household Survey (GHS) 2014, DBE Calculations

Grade R participation: There is an increase in the percentage of 5 year old children attending educational institutions in 2014 to 87%



**Access to Educational Institutions:**

**Fig 3: Percentage of 7 to 15 year old children attending educational institution, 2002-2014**



Source: GHS 2014, DBE Calculations

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

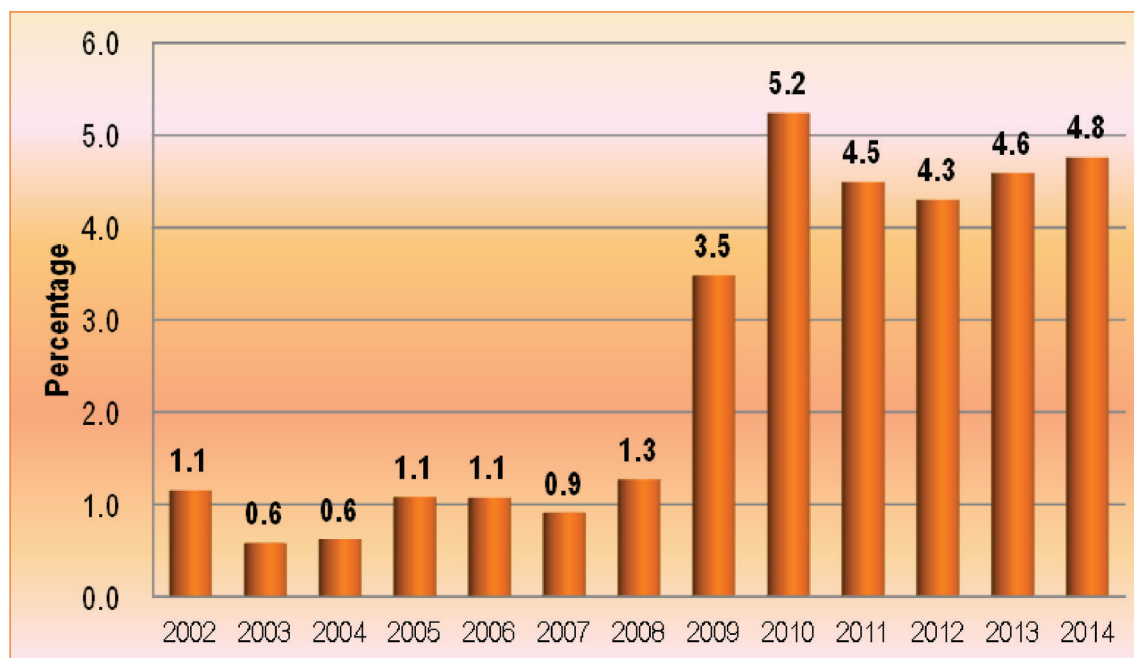
**Table 1: Percentage of 16 to 18-year-old learners attending educational institutions by province, 2002 to 2014**

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
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
<b>National</b>	<b>82.9</b>	<b>79.3</b>	<b>82.4</b>	<b>82.5</b>	<b>85.0</b>	<b>83.9</b>	<b>82.9</b>	<b>82.9</b>	<b>84.9</b>	<b>85.9</b>	<b>86.1</b>	<b>86.1</b>

Source: GHS 2014, DBE Calculations

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%.

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



Source: GHS 2014, DBE Calculations

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.

## 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	8 275	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
<b>Total</b>	<b>381 862</b>	<b>634 003</b>	<b>611 281</b>	<b>639 449</b>	<b>600 164</b>	<b>566 364</b>	<b>684 000</b>
<b>Total graduates (2008-2013)</b>				<b>3 433 123</b>			

Source: DBE Kha Ri Gude 2008-2014

The sector is on its way to achieving its target of reaching 4.7 million adults through Kha Ri Gude mass Literacy Programme.

## 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%
<b>TOTAL</b>	<b>11 474 528</b>	<b>9 111 724</b>	<b>79.41%</b>	<b>24 060</b>	<b>20 935</b>	<b>87.0%</b>

DBE: 2014 Financial Planning

66% of learners attending schools were not paying school fees. The percentage of learners who are paying between R1 to R100 is almost 5%, which could include voluntary payments. Therefore overall, 71% of learners could be benefiting from No Fee School policy.

## National School Nutrition Programme Reach, 2014

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

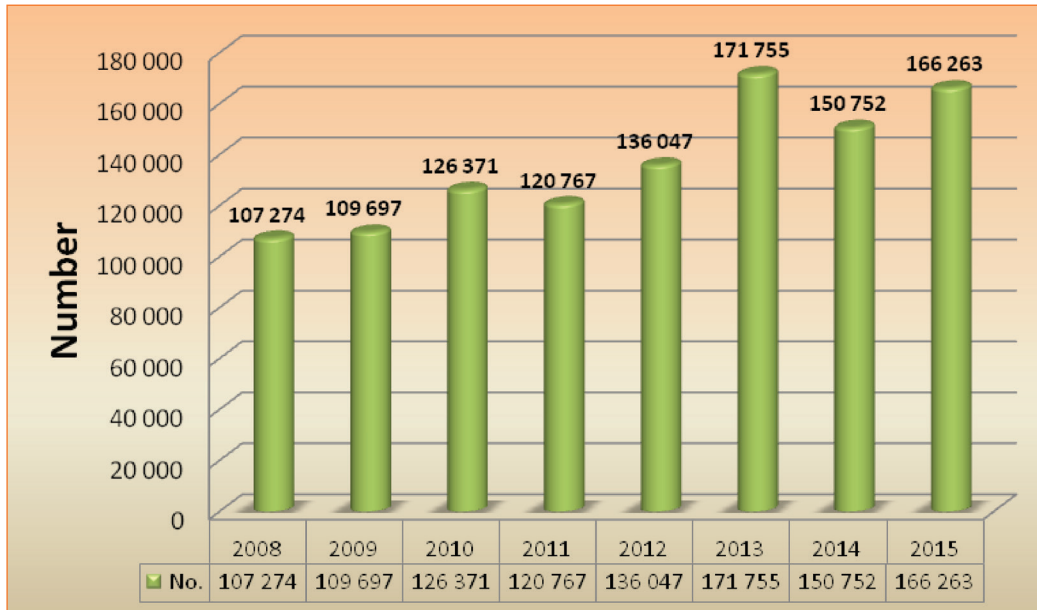
Province	2010	2011	2012	2013	2014
Eastern Cape	75.3	82.9	85.3	86.7	88.3
Free State	65.8	75.3	77.0	78.7	78.0
Gauteng	53.8	55.3	55.3	59.8	63.4
KwaZulu-Natal	67.5	76.0	79.2	80.5	79.4
Limpopo	84.7	94.4	94.7	93.5	94.3
Mpumalanga	75.5	84.2	85.9	85.7	88.8
North West	69.6	80.7	83.4	82.8	85.3
Northern Cape	89.3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

DBE: National School Nutrition Programme 2010-2014

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%.

**Quality**

**Fig 6: Number of NSC Bachelor passes, 2008 – 2015**

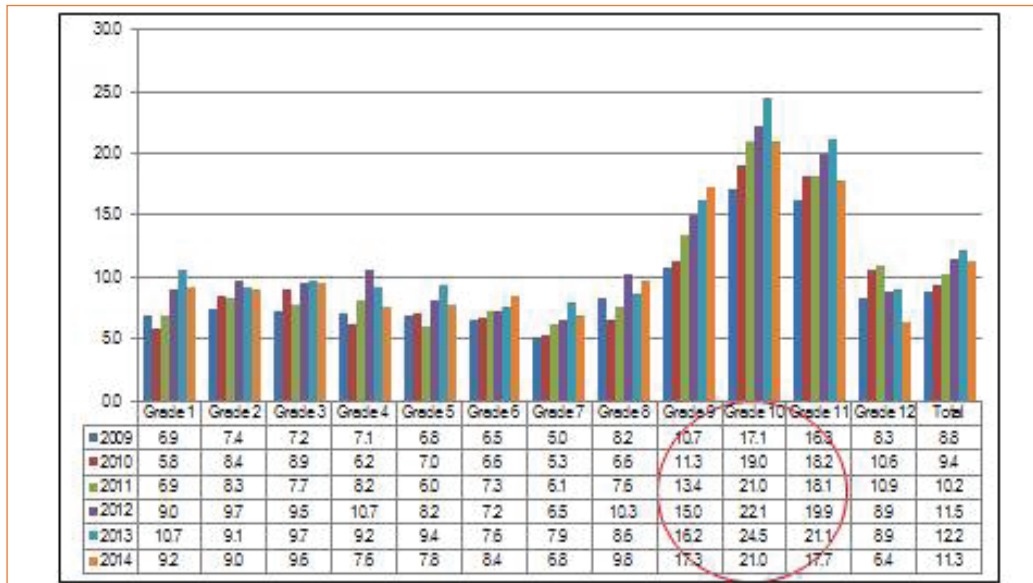


DBE: Assessments and Examinations 2008-2015

The quality of the National Senior Certificate results have been improving with greater number of Bachelor passes expressed in 2013

**Efficiency**

**Fig 7: Percentage of Repeaters by Grade 2009 to 2014**

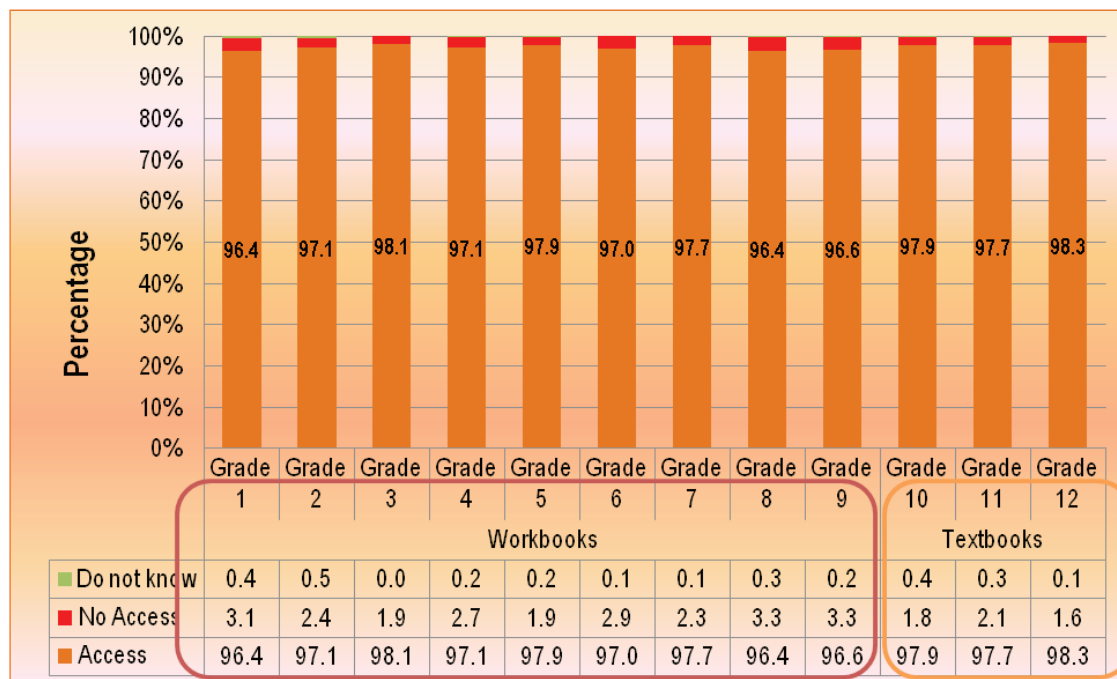


GHS: 2009-2014, DBE Calculations

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.

## Textbooks and Workbooks

Fig 7: Percentage distribution of workbooks by Grade



GHS: DBE Calculations

Access to Language Workbooks was 96% in 2014 while for Mathematics Workbooks it was approximately 97% in 2014. Access to Textbooks in all subjects was almost 78% in 2014. The overall percentage of learners who indicated they had experienced lack of books at school decreased to approximately 4% in 2014.

## 6.5 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 appointments of personnel at different levels: This is largely prevalent in schools, hence the call by the NDP 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 some 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 some levels of the system. This creates unnecessary blockages for service delivery.

#### Poor audit outcomes: Pre determined Objectives

In the last three to four years, audit outcomes of the sector have not been reflective of a system that is improving 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.

## 6.6 Opportunities for the System

**Partnerships:** the establishment of the National Education Collaboration Trust (NECT) affords the Department within 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 NDP,** as a broad government plan, ensures that education deliverables are understood by the public to attract the interest of the broader public not only to partner with the sector 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 government 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 come 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-foot detailed plan is drawn up. In the sector, “*ICT in Education*” is the area that has been identified. A six-week laboratory was held on 6 September – 2 October 2015 and the draft plan is in place.

## 6.7 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 to adequately 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 robs the sector of creative ideas and solutions that would be of benefit to the delivery of education.

## 7. DESCRIPTION OF THE STRATEGIC PLANNING PROCESS

A five-year strategic plan for 2015/16-2019/20 was developed and tabled in Parliament in March 2015. This plan was tabled alongside the first Annual Performance Plan for the current five-year term. The 2015/16 APP is being monitored through quarterly performance reports, and it is also subject to scrutiny by the Internal and External auditors.

Consultation with PEDs was done throughout the year using the HEDCOM Subcommittee on Planning, Monitoring and Evaluation. The first draft was submitted in August 2015 to the National Treasury and the Department of Planning, Monitoring and Evaluation for comments and to check alignment to the NDP and the MTSF.

After the 2014/15 Annual Report audit, it became apparent through the interaction of the Department with the Auditor-General that the Department of Basic Education in developing its Strategic Objectives and Indicators, has been focusing on sector issues, and not on the National Department's mandate and purpose. The outcome of this interaction was that the Department needed to review its current plans, and focus on the DBE mandate of policy development, monitoring and oversight, and craft its plan according to that mandate, which is expressed in the National Education Policy Act (NEPA).

The review of this strategic plan started with the unpacking of the NDP imperatives, the MTSF 2014-2019 and the *Action Plan to 2019*, wherein priorities were contextualised for the sector. The process was handled by conducting chief directorate sessions, analysing all the critical mandates for the sector and identifying how those mandates will be addressed by all programme managers in the current five-year term. The same exercise led to reviewing of strategic goals and objectives. Almost all strategic goals have been replaced to focus on the DBE mandate of policy development, monitoring and oversight. Subsequently strategic objectives and indicators were developed in alignment to the strategic goals.

The new strategic objectives were distributed to all Branches for further examination by the Specialist Programme Managers. The two plans were tabled at the Senior Management meeting for discussion and ratification, and submitted to Department of Planning, Monitoring and Evaluation and National Treasury for analysis.

The plan has also been subjected to the Auditor-General's scrutiny, and all inputs received from the oversight Departments have been implemented in the final draft.

## PART B: STRATEGIC OBJECTIVES

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

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

1. Effective and efficient governance and management;
2. Effective development, monitoring of curriculum implementation and support;
3. Improved teacher supply, development and utilisation;
4. Effective systems for planning, co-ordination, information management, assessment and district support; and
5. Improved social cohesion in schools and wellbeing of learners.

<b>Strategic Outcome-oriented Goal 1</b>	Effective and efficient governance and management
<b>Goal Statement</b>	Effectiveness of administration, governance and management systems to support institutional performance in all areas for efficiency
<b>Justification:</b>	The support offered by the units in this programme enables the Department to perform all other activities optimally and efficiently
<b>Links</b>	EEA, PFMA, LRA, PSA, etc. In compliance to all these Acts, this strategic goal positively contributes to improved administration, governance and management systems of the Department.

<b>Strategic Outcome-oriented Goal 2</b>	Effective development, monitoring of curriculum implementation and support
<b>Goal Statement</b>	The implementation of an inclusive curriculum will be supported through: <ul style="list-style-type: none"> <li>• development and supply of Learning and Teaching Support Materials;</li> <li>• providing requisite skills to teachers; and</li> <li>• implementation of ICT in schools.</li> </ul>
<b>Justification:</b>	This goal represents the core function/mandate of the Department of Basic Education, which is teaching and learning of school-going children
<b>Links</b>	Effective curriculum implementation contributes to the quality of education offered to learners. This is directly linked to Outcome 1, which is about improving the quality of basic education. Goals 1-9 of the <i>Action Plan to 2019</i> are directly linked to this strategic outcome-oriented goal.

<b>Strategic Outcome-oriented Goal 3</b>	Improved teacher supply, development and utilisation
<b>Goal Statement</b>	Improved teacher human resource management through active recruitment, deployment and development in support of curriculum provisioning and coverage
<b>Justification:</b>	To ensure that there is a qualified teacher, teaching the relevant subject in all classes at all times
<b>Links</b>	Outcome 1 “Improved quality of basic education” can only be attained if the system has adequately trained teachers deployed in classrooms. Goal 14 and 15 of the <i>Action Plan to 2019</i> are relevant.

<b>Strategic Goal 4</b>	Effective systems for planning, information management, assessment and district support
<b>Goal Statement</b>	<p>Sector systems will be improved in the following areas:</p> <ul style="list-style-type: none"> <li>• Administration and use of ANA results in identifying schools needing support;</li> <li>• Credible administration of the national examinations and assessments;</li> <li>• Utilisation and maintenance of information systems in the sector;</li> <li>• Targeted provision of basic infrastructure to schools;</li> <li>• Improvement of district systems with respect to school support;</li> <li>• Effective monitoring of provincial education budgets and spending; and</li> <li>• Ensuring the education funding Norms and Standards are developed and monitored.</li> </ul>
<b>Justification:</b>	<p>The national Department needs to have systems in place that guide provinces on:</p> <ul style="list-style-type: none"> <li>➤ Infrastructure planning: to make sure that minimum infrastructure norms are implemented;</li> <li>➤ Financial planning and budget monitoring: to ensure equitable budget allocation to provinces; and monitoring of expenditures and efficient utilisation of resources;</li> <li>➤ Standardised assessments: to ensure credibility of results;</li> <li>➤ Information management: to maintain a national learner database used for planning; and</li> <li>➤ School support provided by districts.</li> </ul>
<b>Links</b>	<p>The NDP advocates for improved learner results in the different subjects and grades, and the quality of such results is very critical.</p> <p>The MTSF 2014-2019 focuses on strengthening accountability and improving management at school level, and this depends on the quality of service provided by districts. School monitoring needs to be supported by a credible data and information management system.</p> <p>The NDP directs that the sector must deal decisively with eradication of schools with inappropriate infrastructures, hence the implementation of ASIDI projects.</p>

<b>Strategic Outcome-oriented Goal 5</b>	Improved social cohesion in schools and wellbeing of learners
<b>Goal Statement</b>	Utilisation of intra-and inter-departmental collaborations and other partnerships to deliver support programmes on social cohesion and learner wellbeing.
<b>Justification:</b>	The implementation of programmes under this goal supports the physical, physiological, psychological and social wellbeing of the learner. Programmes offered through this goal create a conducive environment for teaching and learning.
<b>Links</b>	Goal 25 promotes that learners be provided with psycho-social support and Sport and Culture activities as part of building them to be better citizens.

## 8.1 Programme 1: Administration

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

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

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

### 8.1.1 Strategic Objectives

- Improve the administrative services of the DBE

#### Strategic Goal 1: Effective and efficient governance and management

<b>Strategic Objective</b>	Improve the Administrative Services of the DBE
<b>Objective Statement</b>	To improve the administrative and governance systems through compliance to the key legislation governing administration in order to support the delivery of education and to strengthen accountability
<b>Baseline</b>	54% for levels 3 and 4
<b>Justification</b>	The administration functions drive the optimal operations of the Department. Compliance to basic administrative legislation by these units leads to an efficient organisation. The smooth functioning of the Department depends on the administrative and governance services provided through HR function, Financial management, Internal Audit and Risk management, IT, Legal and Communications services.
<b>Links</b>	The key administrative Acts: PSA, LRA, EEA and PFMA, PAIA, PAJA and other related Acts, justify this existence of this strategic objective.
<b>Five year Target</b>	64% for levels 3 and 4

### 8.1.2 Resource Considerations

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 that the Department occupied in February 2010.

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

### 8.1.3 Risk Management

No.	Strategic Risk	Description of Risk	Mitigating Measures
1.	Under-/ overspending of the DBE budget	<ul style="list-style-type: none"> <li>- Poor financial management;</li> <li>- Setting of unrealistic targets;</li> <li>- Poor planning;</li> <li>- Non delivery of services;</li> <li>- Weak organisational culture</li> </ul>	In-year monitoring of the budget is conducted and consistent follow-ups are made with business units to obtain reasons for under/ overspending and the remedial measures thereof.
2.	Financial statements issued with material misstatements	Inaccurate information provided to the compiler of the financial statements	Information to be provided to the compiler in a standard template supplemented by adequate source documents.
4	Key vacant posts not filled.	Key senior posts are not filled, and this compromises service delivery	Prioritise the appointment of all senior management posts within a short space of time
5	Fraud and corruption Red flags	<ul style="list-style-type: none"> <li>- Conflict of interest;</li> <li>- Non-Declaration of interest by officials of the BSC, BEC and BAC.</li> </ul>	<ul style="list-style-type: none"> <li>• Train officials in the Department;</li> <li>• Taking decisive action against officials involved; and</li> <li>• Pay attention to the red flags</li> </ul>

## 8.2 Programme 2: Curriculum Policy, Support and Monitoring

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

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

The Programme: Curriculum Policy, Support and Monitoring is the primary vehicle for ensuring quality delivery of the curriculum in the basic education sector. The indicators in this programme are intended towards improving learner performance as captured in the *Action Plan to 2019*. The programme contributes to the following sector goals on learner performance:

Action plan goals on learner performance

Goal 1: ▶ Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3;

Goal 2: ▶ Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6;

Goal 3: ▶ Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9;

Goal 4: ▶ Increase the number of Grade 12 learners who become eligible for a Bachelors' programme at a university;

Goal 5: ▶ Increase the number of Grade 12 learners who pass Mathematics;

Goal 6: ▶ Increase the number of Grade 12 learners who pass Physical Science;

Goal 7: ▶ Improve the average performance of Grade 6 learners in languages;

Goal 8: ▶ Improve the average performance of Grade 6 learners in Mathematics;

Goal 9: ▶ Improve the average performance of Grade 8 learners in Mathematics;

Goal 12: ▶ Improve the grade promotion of learners through Grades 1 to 9; and

Goal 26: ▶ Increase the number of schools that effectively implement an inclusive education policy and have access to centres that offer specialist services.

### 8.2.1 Strategic Objectives

2.1 Improve schools' access to ICT resources;

2.2 Improve the supply of workbooks to schools;

2.3 Monitor the NCS in Grades R-9 on Reading;

2.4 Improve learner performance in Mathematics, Science and Technology (MST) subjects; and

2.5 Reduce the adult illiteracy rate.

**Strategic Goal 2:** Effective development, monitoring of curriculum implementation and support

<b>Strategic Objective 2.1</b>	To improve schools' access to ICT resources
<b>Objective Statement</b>	Develop and distribute digital content annually to promote e-learning in schools
<b>Baseline 2014</b>	10 digital content packs
<b>Justification</b>	To provide provinces with offline digital content resources that can be distributed to schools for supporting the teaching and learning process.
<b>Links</b>	In the <i>Action Plan to 2019</i> , Goal 16 promotes content knowledge of teachers and Goal 20 promotes access of learners to a wide range of media including computers are directly linked to this objectives.
<b>Five Year Target</b>	100%

<b>Strategic Objective 2.2</b>	Improve the supply of workbooks to schools
<b>Objective Statement</b>	Develop, print and distribute workbooks to schools annually for Grades R-9 in order to support teaching and learning
<b>Baseline 2014/15</b>	The DBE has developed, printed and distributed 100% Grades R – 9 Workbook as follows: <ul style="list-style-type: none"><li>• Grade R workbooks in 11 languages;</li><li>• Grades 1-6 Home Languages in all languages;</li><li>• Grades 1-3 Mathematics in Language of Learning and Teaching (LoLT);</li><li>• Grades 4-9 Mathematics in English and Afrikaans;</li><li>• Grades 1-6 First Additional Languages in English; and</li><li>• Grades 1-3 Life Skills in LoLT.</li></ul>
<b>Justification</b>	It is envisaged that increased access to high quality learning and teaching materials will improve the overall learner performance.
<b>Links</b>	This objective is linked to Goal 19 of the <i>Action Plan to 2019</i> which is about ensuring that every learner has access to the minimum set of required workbooks.
<b>Five year Targets</b>	100%

<b>Strategic Objective</b>	2.3 Monitor the implementation of Early Grade Reading Assessment (EGRA) in grades R-9
<b>Objective statement</b>	Monitor and support the implementation of the National Curriculum Statement (NCS) on Reading in Grades R-9 each year in order to improve teaching and learning
<b>Baseline</b>	No baseline
<b>Justification</b>	Action Plan Goals 1, 2, 3 which are about mastering of numeracy and languages in Grades 3, 6 and 9. Goal 7 is about improving performance of learners in Languages, and through the international examination, SACMEQ, improving reading has become a priority of the sector.
<b>Links</b>	The curriculum support programmes and interventions implemented in schools will improve teaching and learning and contribute to improved performance of learners in the key subjects like Language, Mathematics and Science, as required by the NDP.
<b>Five Year Target</b>	EGRA: 80 Schools Reading Norms: 80 Schools IIAL: 80 Schools

<b>Strategic Objective</b>	2.4 Improve learner performance in Mathematics, Science and Technology (MST) subjects
<b>Objective statement</b>	Develop and review MST Framework to support provinces in improving learner performance in Mathematics, Science and Technology subjects
<b>Baseline</b>	Lesson Plans for Grades 8 and 9 Mathematics, English version and Afrikaans: 2015 Teacher Guides: All subjects Grades 4-12 (Generics)
<b>Justification</b>	To improve the quality of passes (to move from lower pass levels), to improve the content knowledge of teachers, and to introduce new teaching methodologies)
<b>Links</b>	The NDP has given specific targets on Mathematics and Science. The <i>Action Plan to 2019</i> has also has targets of 75% for these subjects in 2019.
<b>Five Year Target</b>	Lesson Plans for specific topics developed based on the NSC diagnostic report Teacher guides for specific topics developed based on the NSC diagnostic report

<b>Strategic Objective</b>	2.5 Reduce the adult illiteracy rate
<b>Objective Statement</b>	Deliver the Kha Ri Gude Mass literacy programme to reduce the number of illiterate adults by 4,7 million by end of 2016/17
<b>Baseline</b>	3.8 million (accumulative output from 2008 to 2014)
<b>Justification</b>	The objective process on reducing illiteracy in the adult population and improving the quality of life of ordinary South Africans
<b>Links</b>	Basic literacy of adults will contribute positively towards the learning of children at home where they can be supported by parents who have a basic understanding of what their children are doing. On the larger scale of things, literacy will lead to employability of parents, which may lead to poverty reduction.
<b>Five Year Target</b>	4.7 million adults would have been reached by 2016/17



## 8.2.2 Resource Considerations

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

The spending on the Kha Ri Gude Literacy Project sub-programme increased between 2010/11 and 2014/15, mainly due to additional allocations for the project through the introduction of the Expanded Public Works incentive grant in 2011/12. As additional funds could be accessed through this grant if specified job opportunity targets for volunteer facilitators are met, expenditure on goods and services over this period was increased and is expected to have the same effect in 2016/17. With an allocation of R1,4 billion over the medium term, this project has, at the end of 2014/15, helped 3,8 million adults to become numerate and literate in one of the 11 official languages. As the project expects to reach the initial target of 4,7 million over the medium term (2017), it will begin to wind down.

The Department reconfigured the Dinaledi schools and Technical schools recapitalisation conditional grants into one grant that will be known as the MST conditional grant. During this term, the grant will focus on strengthening the implementation of the NDP and the *Action Plan to 2019* by increasing the number of learners taking MST as subjects and improving the pass rate, with an emphasis on technical subjects.

This grant will focus on providing resources in the form of Information and Communications Technology (ICT) equipment, tools, workshop and laboratory equipment, machinery improving teacher capabilities and providing training.

## 8.2.3 Risk Management

No.	Strategic risk	Description of risk	Mitigating measures
1	Poor/ ineffective implementation of CAPS by Educators.	Compromises effective teaching and learning	<ul style="list-style-type: none"> <li>Clarify the Curriculum mandate;</li> <li>The National Strategy for Learner Assessment to be revised and updated; and</li> <li>Effective management and co-ordination of the NSLA by the DBE Team (PEDs to appoint Co-ordinators).</li> </ul>
2	Kha Ri Gude's campaign mandate not effectively implemented	Implementation of the Kha Ri Gude programme has a number of challenges	<ul style="list-style-type: none"> <li>Recruit vigorously to reach prospective learners;</li> <li>Finalise recruitment for the 2016 campaign;</li> <li>Confirm learners' IDs with the Department of Home Affairs (DHA);</li> <li>Confirm Volunteer IDs with DHA; and</li> <li>Timely SAQA moderation.</li> </ul>
3	Poor delivery of workbooks and textbooks to learners	Poor delivery or incomplete delivery compromises teaching and learning in the affected schools. This affects learner performance.	Development of a National electronic monitoring system and a development of a national catalogue for textbooks and LTSM and implementation of central procurement of textbooks.
4	Inability to increase the number of MST learners.	The inability to enroll high numbers of learners in the key subjects limits the stream options for learners and possible careers	Advocacy in schools to increase enrolment of learners in Mathematics and Science subjects

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

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

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

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

Action plan goals on Teacher Supply, Development and Utilisation

Goal 14: ▶ Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year;

Goal 15: ▶ Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided;

Goal 16: ▶ Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers;

Goal 17: ▶ Strive for a teacher work force that is healthy and enjoys a sense of job satisfaction; and

Goal 18: ▶ Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

#### 8.3.1 Strategic Objectives

3.1 Strengthen school management and governance to promote functional schools;

3.2 Improve teacher supply through the Funza Lushaka bursary programme;

3.3 Administer Diagnostic Self-Assessments for teachers;

3.4 Monitor educator and school evaluation systems in PEDs; and

3.5 Monitor the implementation of post provisioning processes in provinces to ensure equitable distribution of posts.

### Strategic Goal 3: Improved teacher supply, development and utilisation

<b>Strategic Objective</b>	3.1 Strengthen school management and governance to promote functional schools
<b>Objective Statement</b>	Monitor the basic functionality of schools and School Governing Bodies on an annual basis to improve school effectiveness and accountability
<b>Baseline</b>	2000 sampled schools for management documents 2000 sampled schools for SGBs <b>Total: 4000</b>
<b>Justification</b>	Effective and functional schools provide a conducive learning environment that contribute to improved educational outcomes
<b>Links</b>	The objective is linked to the <i>Action Plan to 2019</i> Goal 21 which ensures that schools have basic administrative systems in place and Goal 22 on participation of the community in the governance of schools.
<b>Five Year Target</b>	4000 schools sampled each year

<b>Strategic Objective</b>	3.2 Improve teacher supply through the Funza Lushaka bursary programme.
<b>Objective Statement</b>	Identify and recruit the youth from all provinces for the Funza Lushaka Bursary annually in order to increase the supply of young teachers in the education system
<b>Baseline</b>	13 972 students funded during 2014/15. Since 2007, the Funza Lushaka bursary programme has made 76 776 awards.
<b>Justification</b>	Provide a steady supply of new teachers to meet the demand for teachers in public schools.
<b>Links</b>	The NDP emphasises teacher recruitment and placement in schools, while Goal 14 in the <i>Action Plan to 2019</i> promotes the recruitment of appropriately trained young teachers into the education system.
<b>Five Year Target</b>	66 000 Funza Lushaka bursary awards to students (2015/16-2019/20).

<b>Strategic Objective</b>	3.3 Administer Diagnostic Self-Assessments to teachers.
<b>Objective Statement</b>	Administer Diagnostic Self-assessment tests to Mathematics, English First Additional Language, Physical Sciences and Accounting teachers in order to determine their content training needs
<b>Baseline</b>	10 000 Mathematics and 10 000 EFAL teachers tested in 2015/16
<b>Justification</b>	To ensure that teachers' content needs are identified so that focused training can be provided to improve the teachers' competency and classroom practice.
<b>Links</b>	The Medium Term Strategic Framework (MTSF) sub-outcome 1 and the Integrated Strategic Planning Framework for Teacher Education and Development advocate for the self-assessments of teachers. This will assist in training them on their real needs.
<b>Five Year Targets</b>	200 000 teachers

<b>Strategic Objective</b>	3.4 Monitor the implementation of Performance Management Systems in PEDs
<b>Objective Statement</b>	To monitor the implementation of performance management systems in PEDs annually in order to strengthen accountability of schools and office-based educators.
<b>Baseline</b>	New indicator
<b>Justification</b>	Strengthening accountability in order to improve basic functionality of schools and learner performance.
<b>Links</b>	<i>Action Plan to 2019</i> Goal 21 – Promote that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.  The NDP and MTSF sub-outcome 5– strengthening accountability in order to improve basic functionality of schools and learner performance
<b>Five Year Targets</b>	IQMS and PMDS implementation monitored in 6 provinces annually.

<b>Strategic Objective 3.6</b>	3.5 Monitor the implementation of post provisioning processes in provinces
<b>Objective Statement</b>	Monitor the implementation of the post provision policy and the model annually per province to ensure that there is an equitable distribution of teachers.
<b>Baseline</b>	N/A
<b>Justification</b>	To ensure that there is effective utilisation of resources i.e. human and financial
<b>Links</b>	Learning in schools is highly dependent on teachers, and the adequate provisioning of teachers to every school is critical. The NDP highlights that the Department must ensure that the teacher provision models are able to satisfy teacher needs based on the schools' needs.
<b>Five Year Targets</b>	The process of post provisioning in each province evaluated at least once every year.

### 8.3.2 Resource considerations

To ensure that adequate supply of qualified recruits to the education system continues, the Department offers Funza Lushaka bursaries to prospective teachers. The bursaries are provided through the National Student Financial Aid Scheme (NSFAS). The scheme aims to address the shortage of teachers in specific areas, such as MST. The number of bursaries awarded in 2014 has dropped slightly from 14 512 in 2013 to 14 349.

The MTEF indicates that the available funds for disbursement to the NSFAS for Funza Lushaka bursaries in the 2015/16 financial year will be R991 million. The current estimates are that a cumulative total of 66 000 bursaries will have been awarded by 2019. The Funza Lushaka bursary scheme has been allocated a budget amounting to R3,1 billion over the MTEF period.

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

The IQMS has gradually expanded and strengthened since its inception in 2003. Its implementation has been closely monitored since the deployment of external IQMS moderators in 2008. In recent years, at least 8 000 schools per year are monitored on the implementation of the performance management system and support is provided to schools where necessary.

### 8.3.3 Risk Management

No.	Strategic risk	Description of risk	Mitigating measures
1.	Quality and data required for HR planning might not be available	Under-supply of human resources (teachers) and funding not sufficient	Improving the use of PERSAL data including PERSAL clean-up projects and making certain fields on PERSAL mandatory.
2.	Delay in reaching/signing of collective agreements on matters pertaining to conditions of service for educators	This compromises quality of teaching and learning in public schools	Funds should be available before signing collective agreements.
3.	Reports on monitoring the implementation of teacher performance management processes might not be available	This compromises accountability and support provided to teachers	External IQMS moderators to support the process
4.	PEDs' inability to implement the Post Distribution Model.	This compromises the teaching processes in schools that have a shortage of teachers	Development of user manuals for training relevant Provincial Officials; Revision of the Post Provisioning Norms (policy) to accommodate the new curriculum needs
5.	Inability to redeploy Educators who are in addition to the post establishments (Excess Educators)	Unequal distribution of teachers in schools leads to unattended classes.	Tight management of the Declaration of Excess Educators (PEDs' Management Plan with control measures inclusive of time frames to ensure the redeployment of Educators); and Revision of the Incentive Policy to attract teachers to teach in rural areas.
6.	Strike (School based Employees)	Strikes compromise optimum teaching and learning	Regular briefing to the Mandating Committee on the bargaining Agenda.

## 8.4 Programme 4: Planning, Information and Assessment

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

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

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

Action plan goals on physical planning, financial planning and District Support

Goal 23: ► Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively;

Goal 24: ► Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to come and teach; and

Goal 27: ► Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e-education.

### 8.4.1 Strategic Objectives

- 4.1 Administer, monitor, analyse and report on all standardised national assessments and examinations;
- 4.2 Eradicate infrastructure backlogs in public ordinary schools;
- 4.3 Strengthen the utilisation of information systems available in schools for management purpose; and
- 4.4 Strengthen the capacity of district offices to support schools.

**Strategic Goal 4: Effective systems for planning, co-ordination, information management, assessment and district support.**

<b>Strategic Objective</b>	4.1 Administer, monitor, analyse and report on all standardised national assessments and examinations
<b>Objective statement</b>	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
<b>Baseline</b>	National ANA Report; ANA Diagnostic report; ANA Technical Report; NSC Detailed Schools' statistics Report; NSC Diagnostic report in selected subjects; and NSC Report on schools statistics indicating 3-year performance.
<b>Justification</b>	To provide reliable learner performance data to monitor the performance of the system
<b>Links</b>	The NDP and the <i>Action Plan to 2019</i> Goals 1-13 on improving learner performance on selected subjects but this objective covers all subjects.
<b>Five year Target</b>	National ANA Report; ANA Diagnostic report on selected subjects; NSC Examination Report; NSC Schools' Statistics Report; NSC Diagnostic report in selected subjects; NSC Schools Subject report; and Senior Certificate report.

<b>Strategic Objective</b>	4.2 Eradicate infrastructure backlogs in public ordinary schools
<b>Objective Statement</b>	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
<b>Baseline</b>	Sanitation: 410 out of 741 Water: 571 out of 1120 Electricity: 294 out of 916 Inappropriate schools: 134 out of 510
<b>Justification</b>	The education system still has backlogs on basic infrastructure, some learners are accommodated in inappropriate infrastructure, and there is an urgent need to improve the environment for teaching and learning.
<b>Links</b>	The NDP requires the Department to address school infrastructure needs urgently. In line with the MTSF 2014-2019, the Department is making an effort to eradicate inappropriate schools and providing basic services to schools that never had the services before.
<b>Five Year Target</b>	<b>Total: 1912</b> for all projects combined (these figures start from 2015/16) Schools: 178 Sanitation: 370 Water: 739 Electricity: 625



<b>Strategic Objective</b>	4.3 Strengthen the utilisation of information systems in schools for management purposes
<b>Objective statement</b>	To promote the functionality of schools through the utilisation of a standardised school administration system, designed to assist with school management and reporting to a national information system on an ongoing basis.
<b>Justification</b>	Valid, credible and quality assured data is collected from schools into (provincial and) national database to assist with reporting and planning in the whole education sector.
<b>Baseline</b>	<b>96%:</b> SA-SAMS is currently implemented in 96% of schools in all provinces, and used for provincial reporting in 8 provinces. NB: WC uses CEMIS to report to LURITS. <b>11 million:</b> Currently more than 11 million active learners are uploaded on the national system.
<b>Links</b>	The NDP requires the Department to ensure that EMIS in schools is functional for data management and utilisation. Goal 21 of the <i>Action Plan to 2019</i> : Implement a strategy to strengthen school management and improve school management and information system. These systems could form part of Operation Phakisa – e-administration programme.
<b>5-year target</b>	<b>100%.</b> <ul style="list-style-type: none"> <li>SA-SAMS will be implemented in <b>all</b> public schools to assist schools with reporting on school, learner and educator data at least quarterly.</li> <li><b>All</b> registered schools and learners from public schools must be uploaded onto the national education information system, LURITS.</li> </ul>

<b>Strategic Objective</b>	4.4 Strengthen the capacity of district offices to support schools
<b>Objective Statement</b>	Mentor and assess the performance of districts and district officials on an annual basis in order to strengthen the capacity of districts to support schools
<b>Baseline</b>	All targeted districts supported in 2014/15
<b>Justification</b>	Support to schools needs district officials to be competent on their roles and responsibilities. The national Department has an important role to play in making sure that districts officials whose districts are not performing well are capacitated and mentored to perform their monitoring roles.
<b>Links</b>	Districts are the cornerstone of school support. Continual monitoring and support of schools add impetus to improved classroom practice. It also directly engages school principals to heighten their vigilance on monitoring of teaching and learning. Goal 27 of the <i>Action Plan to 2019</i> expects schools to be visited at least twice a year by district officials.
<b>Five Year Target</b>	All targeted districts supported on the mentoring programme All District managers assessed against the set criteria 75% school principals satisfied with district support

## 8.4.2 Resource Considerations

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

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

With regard to infrastructure funding, R29,3 billion is allocated to Education Infrastructure Grant (EIG) over the 2015/16 MTEF through the EIG and the Accelerated School Infrastructure Delivery Initiative (ASIDI) backlogs grant. These grants account for the bulk of spending increases over the medium term, particularly spending on Programme 4: Planning, Information and Assessment to further accelerate the delivery and improvement of school infrastructure.

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

The ASIDI grant, which was introduced in 2011/12, aims to eradicate and replace schools built with inappropriate material such as mud schools and other unsafe structures. It also ensures that all schools have access to basic services such as water, sanitation and electricity. Through the School Infrastructure Backlogs Indirect Grant, of the 150 schools targeted, 92 schools were rolled out. To date, 82 schools have been completed, 270 schools received water, 275 schools received electricity and 289 schools received basic sanitation services for the first time at the end of the 2014/15 cycle.

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

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

### 8.4.3 Risk Management

No.	Strategic risk	Description of risk	Mitigating Measures
1.	The set ASIDI targets may not be met	Projected targets not met in time, resulting in low expenditure.	Joint Building Contracts Committee provisions to enforce performance. Agreements include provisions to enforce compliance.
2.	Examinations involve confidential material (certificates, question papers, etc.), which warrants high-level of security (access security for the examination personnel not in line with international standards)	Fraudulent material (certificates); leakage of question papers, etc.	Greater/improved control measures to be instituted.
3	Inability to provide water, sanitation, electricity and school infrastructure throughout provinces.	Procurement delays in the provision of basic services to schools compromises learning	Development of a Procurement framework including: -Database development; -BAC, BEC Enhancement
4	Poor Data quality (school)	When data collected from schools is not thoroughly checked and approved, its credibility for utilisation becomes a problem for planning purposes	Consolidation of Quality Assurance Tools used by PEDs  All learners to be loaded on Learner Unit Record Information and Tracking System (LURITS) Revise and obtain approval for the Business Process Mapping
5	Ineffective monitoring of policy implementation and Poor Funding Norms and standards for policy development	Inadequate monitoring of provinces on the implementation of the Norms for funding can compromise education delivery	Development of a detailed Framework and TOR for the development of funding policy and PEDs budget monitoring

### 8.5 Programme 5: Educational Enrichment Services

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

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

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

#### Action plan goals on learner wellbeing

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

### 8.5.1 Strategic Objectives

- 5.1 To monitor the provision of the nutrition programme in public schools;
- 5.2 Promote and monitor the participation of learners in extra-mural activities;
- 5.3 Promote gender equity programmes in schools;
- 5.4 Promote the implementation of social cohesion programmes in schools; and
- 5.5 Promote safe and violence-free schools.

**Strategic Goal:** Improved social cohesion in schools and wellbeing of learners

<b>Strategic Objective</b>	5.1 Monitor the provision of the nutrition programme in public schools
<b>Objective Statement</b>	To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners
<b>Baseline</b>	33 Districts
<b>Justification</b>	The programme addresses short term hunger and malnutrition which could be a barrier to learning and development
<b>Links</b>	Goal 25 of <i>Action Plan 2019</i> advocates a healthy learning environment, hence the sector provides nutritious meals for learners to make sure they are healthy and attentive during teaching and learning processes.
<b>Five Year Target</b>	81 Districts

<b>Strategic Objective</b>	5.2 Promote and monitor the participation of learners in Social Cohesion and co-curricular activities
<b>Objective Statement</b>	Promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning
<b>Baseline</b>	<ul style="list-style-type: none"> <li>➤ SASCE activities implemented</li> <li>➤ School Sport Events implemented</li> <li>➤ Spelling Bee implemented</li> <li>➤ Reading Clubs implemented</li> <li>➤ Jamborees implemented</li> <li>➤ iNkosi Albert Luthuli Oral History conducted</li> <li>➤ Moot Courts conducted</li> </ul>
<b>Justification</b>	To ensure holistic development of learners through participation in these enrichment programmes, thereby ensuring effective learning. Social Cohesion is a strategic goal of the NDP and is part of Outcome 1 and 14. It supports goals 10, 24 and 25 in Action Plan 2014-2019.
<b>Links</b>	<i>Action Plan to 2019</i> Goal 10 promotes that all learners must remain enrolled in schools until they turn 15, hence they need to be provided with services and programmes that will keep them in schools for longer. Goal 25 promotes that learners be provided with Psycho-Social support, and Sport and Culture activities in order to develop civic and social responsibilities among the learner cohort.
<b>Five Year Target</b>	<ul style="list-style-type: none"> <li>➤ SASCE</li> <li>➤ School Sport Events</li> <li>➤ Spelling Bee</li> <li>➤ Reading Clubs</li> <li>➤ Jamborees</li> <li>➤ iNkosi Albert Luthuli Oral History</li> <li>➤ Moot Court</li> </ul>

<b>Strategic Objective</b>	5.3 Promote safe and violence-free schools
<b>Objective Statement</b>	Monitor the implementation of the National Schools Safety Framework (NSSF) in 185 Hot Spot Schools by 2019/20 in order to attain Safe, Caring and Violence-free school environments
<b>Baseline</b>	No baseline
<b>Justification</b>	To ensure that schools are safe, caring and violence free in support of effective teaching and learning
<b>Links</b>	The NDP advocates for safe schools while the <i>action Plan to 2019</i> Goal 25 promotes that the sector must ensure that learners have access to schools with a healthy environment.
<b>Five Year Target</b>	185 hotspots school monitored

### 8.5.2 Resource Considerations

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

The NSNP has three focus areas, namely school feeding, promotion of nutrition education, and school food gardens. The Department is in the process of conducting an impact evaluation, in collaboration with the Department of Planning, Monitoring and Evaluation (DPME). A total of 170 workshops will be conducted on meal planning and hygiene, financial management and school food gardens. The annual NSNP Best School Awards will be hosted to recognise best schools nationwide. The awards promote best practice among schools and districts while also providing advocacy on the programme. The Department’s new mandate will focus on the National Schools Deworming Programme, as well as the continuation of the Integrated School Health Programme. This will increase the pressure for additional funding to successfully fund programmes in these areas. R18 billion has been allocated over the MTEF period for this activity.

### 8.5.3 Risk Management

No.	Strategic risk	Description of risk	Mitigating measures
1.	Suspension of feeding of learners in provinces	Non-feeding of learners.	<ul style="list-style-type: none"> <li>Monitoring and evaluation of provinces and districts;</li> <li>Training on financial management; and</li> <li>Support the progressive implementation of a decentralised procurement model for the NSNP.</li> </ul>
2.	Food risk (contamination food handling)	Food poisoning can be fatal for learners	<ol style="list-style-type: none"> <li>Strengthen partnership with the Department of Health;</li> <li>Initiate Food safety management;</li> <li>Food laboratory Initiative;</li> <li>Monitor each school daily; and</li> <li>Verify and follow up on quarterly reports.</li> </ol>
3.	Non-implementation of learner wellbeing and social cohesion programmes	The focus on implementation of the HPV vaccination programme in provinces may lead to a decrease in the reach of the Integrated School Health Programme thus, learners with health barriers that impact on their education may not be addressed.	<ol style="list-style-type: none"> <li>Developed partnerships with the Department of Health at Ministerial level to mitigate the risk and with non-governmental healthcare organisations to supplement programme;</li> <li>Strengthen partnerships with civil society and business; and</li> <li>The DBE has purchased equipment for schools in the screening programme as well as school health screening mobiles.</li> </ol>
4.	Inadequate safety measures in schools	Learning is highly compromised in schools that are deemed not safe	<ol style="list-style-type: none"> <li>LURITS programme must be tailor-made to include safety information;</li> <li>Guidelines on Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) programme to schools; and</li> <li>Nationalise the strategy on prevention and management of alcohol and illegal substances.</li> </ol>
5.	Non implementation of School Enrichment Programmes	School environments need co-curricular activities to support learner on other areas of their development	<ol style="list-style-type: none"> <li>Sign MOU with the Department of Arts and Culture to include Sport and SASCE;</li> <li>Finalise National database of all students that are participating in sport programme; and</li> <li>Assist Provinces financially with Accommodation and Transport during Sport and SASCE events.</li> </ol>

## PART C: LINKS TO OTHER PLANS

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

#### 9.1 Accelerated Schools Infrastructure Delivery Initiative

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

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

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

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

#### 9.2 Conditional Grants

##### 9.2.1 National School Nutrition Programme Conditional Grant

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

##### 9.2.2 HIV and AIDS (Life Skills education) Conditional Grant

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



### 9.2.3 Maths, Science and Technology Conditional Grant

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

### 9.2.4 Education Infrastructure Conditional Grant to Provinces

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

### 9.2.5 School Infrastructure Backlogs Grant

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

## 10. PUBLIC ENTITIES

Name of public entity	Mandate	Outputs	Current annual budget (R'000)	Date of next evaluation
<b>SACE</b>	To regulate, protect and promote the teaching profession.	Registering professionally qualified educators; development of the profession and promoting standards of professional ethics.	R 68 245	
<b>Umalusi</b>	The Council is the quality council for general and further education and training as contemplated in the NQF Act and has the functions contemplated in section 28 of that Act.	Promotes quality and internationally comparative standards in FET; maintains and improves educational standards through development and evaluation of qualifications and curriculum; quality assurance of assessment, and provision of education, training and assessment; continually develops in-depth knowledge and expertise in mandated areas through rigorous research; issues appropriate and credible certificates of learner achievement in terms of specific qualifications and subjects on the FET Framework of Qualifications; and provides reliable and credible leadership and guidance in standard setting and quality assurance.	R 118 678	

## 11. PUBLIC-PRIVATE PARTNERSHIPS

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

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

## LIST OF ABBREVIATIONS

<b>ANA</b>	Annual National Assessment
<b>APP</b>	Annual Performance Plan
<b>ASIDI</b>	Accelerated Schools Infrastructure Delivery Initiative
<b>CAPS</b>	Curriculum and Assessment Policy Statements
<b>DBE</b>	Department of Basic Education
<b>DTPS</b>	Department of Telecommunications and Postal Services
<b>ECD</b>	Early Childhood Development
<b>ELRC</b>	Education Labour Relations Council
<b>FET</b>	Further Education and Training
<b>HEDCOM</b>	Heads of Education Departments Committee
<b>IIAL</b>	Incremental Introduction of African Languages
<b>ICT</b>	Information and Communication Technology
<b>IQMS</b>	Integrated Quality Management System
<b>LTSM</b>	Learning and Teaching Support Materials
<b>MST</b>	Mathematics, Science and Technology
<b>MTSF</b>	Medium-Term Strategic Framework
<b>NECT</b>	National Education Collaboration Trust
<b>NEIMS</b>	National Education Infrastructure Management System
<b>NDP</b>	National Development Plan
<b>NQF</b>	National Qualifications Framework
<b>NSFAS</b>	National Student Financial Aid Scheme
<b>NSC</b>	National Senior Certificate
<b>NSNP</b>	National School Nutrition Programme
<b>NSSF</b>	National Schools Safety Framework
<b>PED</b>	Provincial Education Departments
<b>PIRLS</b>	Progress in Reading and Literacy Study
<b>PPP</b>	Public-Private Partnership
<b>SGB</b>	School Governing Body
<b>SMS</b>	Senior Management
<b>SMT</b>	School Management Team
<b>SRH</b>	Sexual And Reproductive Health
<b>TIMSS</b>	Trends in Mathematics and Science Studies

## Technical Indicator Descriptions for Strategic Objectives:

### Programme 1

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

### Programme 2

<b>Strategic Objective details</b>	2.1 Develop and distribute digital content annually to promote e-learning in schools
<b>Short definition</b>	Digital content resources development and sourcing is a core responsibility of the Department of Basic Education. The content is then packaged into content packs and distributed to provinces. The content packs are packaged in electronic storage devices such CD/DVDs, USB, and external hard drives.
<b>Purpose/Importance</b>	To create a repository of digital content for core subjects. Schools have access to curriculum aligned core electronic textbooks to support teaching and learning.
<b>Source/Collection of data</b>	Copies of digital content packs developed
<b>Method of calculation</b>	N/A
<b>Data limitations</b>	None
<b>Type of strategic objective</b>	Output
<b>Calculation type</b>	Qualitative
<b>Reporting cycle</b>	Annually
<b>New strategic objective</b>	Yes
<b>Desired performance</b>	Availability of quality curriculum aligned electronic textbooks to support teaching and learning.
<b>Strategic Objective responsibility</b>	Branch C

<b>Strategic Objective details</b>	2.2 Improve teaching and learning through the development, printing and distribution of workbooks for Grades R to 9 to all provinces annually.
<b>Short description</b>	Total number of public schools that received workbooks for: <ul style="list-style-type: none"> <li>• Grades 1 to 6 Home Language Subject;</li> <li>• Grades 1 to 9 Numeracy/Mathematics Subject;</li> <li>• Grades 1 to 6 English First Additional Subject;</li> <li>• Grades 1 to 3 Life skills workbooks; and</li> <li>• Grade R workbooks.</li> </ul>
<b>Purpose/Importance</b>	This measure shows access to learning and teaching support materials at public ordinary schools
<b>Source/collection of data</b>	List of public schools received from provinces, signed proof of deliveries, copies of workbooks
<b>Method of calculation</b>	Total number of schools issued with workbooks divided by the number of schools that made a workbook order multiplied by 100
<b>Data limitations</b>	None
<b>Type of strategic objective</b>	Output
<b>Calculation type</b>	Non-cumulative: Delivery of each volume is calculated independently.
<b>Reporting cycle</b>	Annual
<b>New strategic objective</b>	No
<b>Desired Performance</b>	All public schools across the country have access to Grades R to 9 workbooks that are printed by the Department of Basic Education.
<b>Strategic Objective responsibility</b>	Branch C

<b>Strategic Objective details</b>	2.3 Monitor and support the implementation of the National Curriculum Statement (NCS) on Reading in Grades R-9 each year in order to improve learning
<b>Short definition</b>	The EGRA is a diagnostic reading assessment that is aimed at improving reading proficiency levels in the early grades. Reading norms are standardised benchmarks for reading and writing that are aligned to curriculum for Home Language and First Additional Language for Grades R to 9 . The IIAL is aimed at strengthening social cohesion through the offering of the marginalised African languages in all public schools.
<b>Purpose/Importance</b>	The EGRA and reading norms are aimed at improving reading and literacy outcomes in Grades R to 9 while the IIAL seeks to promote the utilisation of previously marginalised African languages.
<b>Source/Collection of data</b>	Provincial reports, NSLA reports, School records ( Learner EGRA scores),
<b>Method of calculation</b>	Utilise the ANA as a baseline to measure impact of interventions and Education Management Information Systems (EMIS) data on the language offerings in public schools
<b>Data limitations</b>	Inaccurate information from provinces and schools
<b>Type of strategic objective</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Bi-annually
<b>New strategic objective</b>	Yes
<b>Desired performance</b>	To achieve the targets in the Action plan towards 2019
<b>Strategic objective responsibility</b>	Branch C

<b>Strategic Objective details</b>	2.4 Develop and review the Framework to support provinces in improving performance in Mathematics, Science and Technology subjects.
<b>Short definition</b>	The Department supports provinces, districts, teachers and learners by developing frameworks that will provide details of different plans and strategies to improve performance in Mathematics, Science and Technology
<b>Purpose/Importance</b>	To ensure that there is a standardised framework to support provinces on areas requiring priority in Mathematics, Science and Technology.
<b>Source/Collection of data</b>	Teachers' guides, lesson plans
<b>Method of calculation</b>	Actual documents produced
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	Yes
<b>Desired performance</b>	Improvement of learners' performance in MST subjects
<b>Indicator responsibility</b>	Branch C

<b>Strategic Objective details</b>	2.5 Deliver the Kha Ri Gude mass literacy programme to reduce the number of illiterate adults by 4.7million by end of 2016/17
<b>Short definition</b>	The Kha Ri Gude programme was designed for adults who have never gone to school, to give them basic literacy and numeracy skills. The aim of the campaign was to reduce the number of adults who are illiterate by 4.7 million by 2016/17 financial year.
<b>Purpose/Importance</b>	To measure the contribution of the Kha Ri Gude mass literacy programme in improving literacy in the country
<b>Source/Collection of data</b>	Database of registered learners for the programme
<b>Method of calculation</b>	Count of learners registered
<b>Data limitations</b>	None
<b>Type of strategic objective</b>	Output
<b>Calculation type</b>	Cumulative: The total number of learners trained through Kha Ri Gude is counted from 2008 when the programme started.
<b>Reporting cycle</b>	Annually
<b>New Strategic Objective</b>	Yes
<b>Desired performance</b>	High number of learners enrolling for the KRG classes
<b>Strategic Objective responsibility</b>	Branch C

### Programme 3

<b>Strategic Objective details</b>	3.1 Monitor the basic functionality of schools and School Governing Bodies on an annual basis to improve school effectiveness and accountability
<b>Short definition</b>	The DBE monitors whether schools have basic documents that will assist in the administration of schools. In terms of governance, it is crucial to have a School Governing Body that is fully functional to support the principal in the governance of the school.
<b>Purpose/Importance</b>	The purpose is to monitor schools to assess both the effectiveness of school management and governance.
<b>Source/Collection of data</b>	4000 schools will be monitored for the determination of both management and governance effectiveness.
<b>Method of calculation</b>	There will be no calculations as each category will be calculated separately.
<b>Data limitations</b>	No data limitation
<b>Type of strategic objective</b>	Non-cumulative
<b>Calculation type</b>	N/A
<b>Reporting cycle</b>	Annual
<b>New strategic objective</b>	It is a new indicator
<b>Desired performance</b>	All schools should have both functional school management and governance.
<b>Strategic Objective responsibility</b>	Branch T

<b>Strategic Objective details</b>	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
<b>Short definition</b>	Funza Lushaka bursaries are awarded to first, second, third and fourth-year students, as well as PGCE students enrolled for initial teacher education programmes and programmes that offer subjects in education 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 BCom, BSc., BTech, Soc Sc followed by a PGCE)
<b>Purpose/Importance</b>	The beneficiaries of the Funza Lushaka Bursary programme are employed by the PEDs to contribute to a lower learner-to-educator ratio in schools
<b>Source/Collection of data</b>	Database of beneficiaries of Funza Lushaka Programme from Initial Teacher Education Directorate.
<b>Method of calculation</b>	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 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)
<b>Data limitations</b>	As a result of fees' changes in institutions, the number of students awarded the bursary may not be the same as the actual number enrolled.
<b>Type of strategic objective</b>	Output
<b>Calculation type</b>	Non-cumulative : registration happens once a year
<b>Reporting cycle</b>	Annually. Awarding of bursaries and registration happens once a year.
<b>New strategic objective</b>	No
<b>Desired performance</b>	To utilise the bursary to train more graduates in the education profession.
<b>Strategic Objective responsibility</b>	Branch T

<b>Strategic Objective details</b>	3.3 To determine the needs of teachers through the diagnostic testing of teachers in each of the following subjects: Mathematics, English First Additional Language, Physical Sciences and Accounting from all provinces each year
<b>Short definition</b>	To determine the content needs of teachers through the development of Diagnostic Assessment tools and teacher assessment
<b>Purpose/Importance</b>	To develop teachers through focused programmes that are aimed at addressing the identified content needs.
<b>Source/Collection of data</b>	Testing reports (generated by the system) Individual report per teacher Database of teachers taking the test
<b>Method of calculation</b>	Count
<b>Data limitations</b>	Teachers are voluntarily administering the assessments
<b>Type of strategic objective</b>	Output
<b>Calculation type</b>	Accumulative per quarter
<b>Reporting cycle</b>	Quarterly
<b>New strategic objective</b>	No
<b>Desired performance</b>	The Department determines teacher needs and provides focused training to address these needs
<b>Strategic Objective responsibility</b>	Branch T

<b>Strategic Objective details</b>	3.4 To monitor the implementation of performance management systems in PEDs annually in order to strengthen accountability of schools and office-based educators.
<b>Short definition</b>	The performance management systems for school and office-based educators were agreed to at the Education Labour Relations Council (ELRC) as Collective Agreement No. 8 of 2003 and Collective Agreement No. 3 of 2002 respectively The final scores in terms of the IQMS and PMDS inform the annual pay progression of educators.  IQMS is a system used for school-based teachers while PMDS is used for office-based educators while  The DBE monitors the implementation of the IQMS and PMDS in PEDs.
<b>Purpose/Importance</b>	To monitor the implementation of IQMS, PMDS and WSE in PEDs in order to strengthen accountability of educators and schools
<b>Source/Collection of data</b>	Approved monitoring instruments for IQMS, PMDS and WSE Quarterly and Annual reports from PEDs
<b>Method of calculation</b>	Analysis of qualitative and quantitative data.
<b>Data limitations</b>	Incomplete information and non-submission of reports by PEDs
<b>Type of strategic objective</b>	Output
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>New Strategic Objective</b>	Yes
<b>Desired performance</b>	Basic functionality of schools and learner performance improves through enhanced implementation of IQMS, PMDS and WSE in PEDs.
<b>Strategic Objective responsibility</b>	Branch T



<b>Strategic Objective details</b>	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.
<b>Short definition</b>	Educator post provisioning in PEDs is regulated by the national post provisioning norms as determined by the Minister. The norms are aimed at ensuring both equity and redress in the provisioning of teachers. The monitoring and evaluation process will be aimed at:  Ensuring that all PEDs comply with the norms and standards both in terms of application, substance or form, and process. This will include implementation of the norms; application of stated norms and weightings; and complying with all process matters including consultation, and time frames.
<b>Purpose/Importance</b>	To monitor the implementation of post provisioning processes in provinces to ensure equitable distribution of posts.
<b>Source/Collection of data</b>	Formal signed-off plans from PEDs and evaluation reports compiled from provincial visits.
<b>Method of calculation</b>	Annual Post Provisioning Plans and Evaluation Reports including for nine (9) PEDs.
<b>Data limitations</b>	None
<b>Type of strategic objective</b>	Process
<b>Calculation type</b>	Non-cumulative: Final moderated scores are issued once a year
<b>Reporting cycle</b>	Annually
<b>New strategic objective</b>	Yes
<b>Desired performance</b>	Annual evaluation of implementation in all PEDs to contribute to the improvement of the provisioning of educators.
<b>Strategic Objective responsibility</b>	Branch T

## Programme 4

<b>Strategic Objective details</b>	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 periodically
<b>Short definition</b>	Standardised examinations are set for learners at Grades 1 to 9 for ANA, and Grades 12 for the National Senior Certificate Examination. Marking is conducted under strict controls, and learner results are standardised before being publicly announced. The DBE is responsible for analysing the data and providing the public, districts and schools with relevant data that will inform their classroom practice, and their training needs on content.
<b>Purpose/Importance</b>	The results and data from examinations is crucial in guiding the education sector on how to improve the system from school level to national level where planning is initiated. For the nation, this data and information is critical to inform tertiary institutions and the job market on the skills needed to grow the South African economy.
<b>Source/Collection of data</b>	Examinations databases Diagnostic reports for the different examinations School Statistics reports National examinations reports for the different examinations
<b>Method of calculation</b>	Learner performance database records submitted to the Department (exams database is hosted by SITA mainframe)
<b>Data limitations</b>	None
<b>Type of strategic objective</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New strategic objective</b>	No (amended)
<b>Desired performance</b>	Maintenance of credible NSC/ANA/SC databases
<b>Strategic Objective responsibility</b>	Branch P

## Infrastructure

<b>Strategic Objective details</b>	4.2 Eradicate infrastructure backlogs as identified as a strategic intervention by the Department in 2011.
<b>Short definition</b>	Provide water, sanitation and electricity to schools that previously had none and to replace schools built out of inappropriate materials.
<b>Purpose/Importance</b>	To provide relevant infrastructures that enable a proper environment for teaching and learning
<b>Source/Collection of data</b>	PEDs provided us with the schools that had infrastructure backlogs
<b>Method of calculation</b>	The indicator reflects the number of schools that have been provided with the required facility.
<b>Data limitations</b>	None
<b>Type of strategic objective</b>	Output
<b>Calculation type</b>	Cumulative: All the projects will be added after every completion and added to make up annual totals each of the interventions, viz, water, sanitation, electricity and replacement of schools built out of inappropriate materials. The annual total will also be added to the cumulative from the start of the ASIDI project.
<b>Reporting cycle</b>	Annually
<b>New strategic objective</b>	New indicator. Previous indicators reflected schools in implementation. This indicator reflects schools that have been completed.
<b>Desired performance</b>	To make sure that all schools have basic infrastructure which is built according to the minimum Norms and Standards
<b>Strategic Objective responsibility</b>	Branch: Infrastructure

<b>Strategic Objective details</b>	4.3 Strengthen the utilisation of standardised, integrated information systems – SA-SAMS and Lurits
<b>Short definition</b>	South African School Administration and Management System (SA-SAMS) was designed to be 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 the DBE. As a standardised 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 application has built in validation rules that assist with quality and validity of the collected data.
<b>Purpose/Importance</b>	To improve the provision of data collected from schools for utilisation by districts and the national Department of Basic Education for planning.
<b>Source/Collection of data</b>	School databases /EMIS
<b>Method of calculation</b>	School databases from provinces
<b>Data limitations</b>	None
<b>Type of strategic objective</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New strategic objective</b>	Yes
<b>Desired performance</b>	All public schools to use SA-SAMS to generate performance reports quarterly; and to submit these reports with the electronic data to the districts (province) for uploading onto information systems.
<b>Strategic Objective responsibility</b>	Branch P

<b>Strategic Objective details</b>	4.4 Mentor and assess the performance of district officials on an annual basis in order to strengthen the capacity of districts to support schools
<b>Short definition</b>	Monitoring of provinces is one of the core responsibilities of the Department of Basic Education. Provinces and districts are monitored quarterly to determine the implementation of policy. This informs the level of support provided to provinces and districts.
<b>Purpose/Importance</b>	To determine the level of implementation of the <i>Policy on the Organisation, Roles and Responsibilities of the Education Districts (2013)</i> and its impact for district effectiveness. This informs the level of support provided by the DBE to different provinces.
<b>Source/Collection of data</b>	Quarterly monitoring and reporting templates/instruments are completed. District effectiveness priorities defined.
<b>Method of calculation</b>	Count
<b>Data limitations</b>	Provinces are at different levels of implementation and alignment to the <i>Policy</i> .
<b>Type of strategic objective</b>	Output
<b>Calculation type</b>	Cumulative: Add up all outputs at the end of the year.
<b>Reporting cycle</b>	Annually
<b>New strategic objective</b>	Yes - refined
<b>Desired performance</b>	Districts aligned to the Policy and capacitated to provide quality support to schools resulting in overall improvement in the achievement of learning outcomes
<b>Strategic Objective responsibility</b>	Branch D

## Programme 5

<b>Strategic Objective details</b>	5.1 To monitor the provision of nutritious meals served in identified public schools annually to enhance learning capacity and well-being of learners
<b>Short definition</b>	Districts will be monitored and supported on the implementation of the National School Nutrition Programme. The districts will be identified on the basis of challenges identified from provincial quarterly reports
<b>Purpose/importance</b>	To assess compliance with minimum requirements, monitoring of schools and general implementation of the programme
<b>Source/collection of data</b>	Monitoring reports, monitoring tools and minutes of inter-district meetings
<b>Method of calculation</b>	Count districts monitored and supported
<b>Data limitations</b>	None
<b>Type of strategic objective</b>	Output
<b>Calculation type</b>	Non-Cumulative
<b>Reporting cycle</b>	Quarterly
<b>New strategic objective</b>	Yes
<b>Desired performance</b>	All districts monitor and support schools effectively for quality implementation of NSNP
<b>Strategic Objective responsibility</b>	Branch S (National School Nutrition Programme)

<b>Strategic Objective details</b>	5.2 Promote the participation of learners in enrichment and co-curricular activities in order to make a positive impact on learning
<b>Short definition</b>	The enrichment and co-curricular programmes are mass participation based, and also contribute towards enriching the Curriculum through Arts and Culture as well as languages.
<b>Purpose/Importance</b>	The programmes are part enrichment activities that seek to stimulate learning beyond formal tuition, as well as affording learners the opportunity to show-case talent.
<b>Source/Collection of data</b>	Attendance registers, reports, evaluation forms, programmes, training manual, monitoring tool
<b>Method of calculation</b>	Count of participants
<b>Data limitations</b>	None
<b>Type of strategic objective</b>	Input
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New strategic objective</b>	Yes
<b>Desired performance</b>	All learners in schools participate in co-curricular and social cohesion programmes
<b>Strategic Objective responsibility</b>	Branch S

<b>Strategic Objective details</b>	5.3 Monitor the implementation of the National Schools Safety Framework (NSSF) in 185 Hot Spot Schools by 2019/20 in order to attain Safe, Caring and Violence-free school environments
<b>Short definition</b>	The NSSF seeks to address the prevalence of crime and violence in identified Hot Spot Schools
<b>Purpose/Importance</b>	To ensure that Schools are a safe, caring environment in support of learning and teaching
<b>Source/Collection of data</b>	Monitoring Tool
<b>Method of calculation</b>	Counting number of schools monitored
<b>Data limitations</b>	None
<b>Type of strategic objective</b>	Output
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Quarterly
<b>New strategic objective</b>	Yes
<b>Desired performance</b>	All Hot Spot Schools monitored and supported
<b>Strategic Objective responsibility</b>	Branch S









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222 Struben Street  
Private Bag X895, Pretoria, 0001  
Telephone: 012 357 3000 Fax: 012 323 0601

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