

# Annual Performance Plan 2014 - 2015



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



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# ANNUAL PERFORMANCE PLAN 2014/2015

13 MARCH 2014



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## LIST OF ACRONYMS

ANA	Annual National Assessments
ASIDI	Accelerated Schools Infrastructure Development Initiative
CAPS	Curriculum and Assessment Policy Statements
DBE	Department of Basic Education
DPME	Department of Performance Monitoring and Evaluation
DSD	Department of Social Development
ECD	Early Childhood Development
EMIS	Education Management Information Systems
ECDoE	Eastern Cape Department of Education
ELRC	Education Labour Relations Council
FET	Further Education and Training
GEM/BEM	Girls and Boys Education Movement
GET	General Education and Training
GFET	General and Further Education and Training
GHS	General Household Survey
HEDCOM	Heads of Education Committee
IQMS	Integrated Quality Management System
ISHP	Integrated School Health Programme
LDoE	Limpopo Department of Education
LTSM	Learning and Teaching Support Materials
MPAT	Management Performance Assessment Tool
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NEDLAC	National Economic Development and Labour Council
NEEDU	National Education Evaluation and Development Unit
NEIMS	National Education Infrastructure Management System

NSC	National Senior Certificate
NSLA	National Strategy for Learner Attainment
PICC	Presidential Infrastructure Coordinating Commission
PPN	Post Provisioning Norm
QLTC	Quality Learning and Teaching Campaign
SACE	South African Council of Educators
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SGB	School Governing Body
SMS	Senior Management Services
TIMSS	Trends in International Mathematics and Science Study







Mrs Angie Motshekga, MP  
*Minister*



Mr Enver Surty, MP  
*Deputy Minister*



Mr Bobby Soobrayan  
*Director-General*



## FOREWORD BY THE MINISTRY OF BASIC EDUCATION

The 2014/2015 period provides the Department with an opportunity to reflect on all that has been achieved over the past twenty years. The decision by the current administration in 2009 to make education an apex priority has seen groundbreaking milestones being achieved. Our interventions are targeting the challenges and weaknesses in our education system and we are responding by developing appropriate plans and strategies to address these challenges. Although transforming the education system is a long process, we are confident that the course we have taken provides a solid foundation for further improvement.

Basic education is listed as an apex priority for our country in the Medium Term Strategic Framework (MTSF) 2014-2019 and is central to the Government's National Development Plan 2030 (NDP). This underscores the Government's determination to bring about a transformed basic education system. The Department will ensure that all future strategies and plans in the sector conform to the articulations in the NDP and MTSF, which necessitate that the sector prioritises the following outcomes: improved quality of teaching and learning; increased capacity of the state to intervene and support quality education; increased accountability for improved learning; human resources development and management of schools; and infrastructure and learning materials to support effective education. These outcomes will be realised through the achievement of the outputs in the delivery agreement signed in 2010 and the sector plan with its 27 goals. The goals articulated in these plans guide the work that has already begun and will be deepened over the 2014-2019 MTSF. This Annual Performance Plan thus represents a segment of our broad strategy to improve the quality of basic education.

Over the past few years more learners have accessed basic education. The expansion in the ECD sector shows that our strategies are working. Our learner retention policies, which include the No-Fee School Policy and other pro-poor initiatives aimed at fighting poverty, inequality and unemployment, have resulted in an increase in attendance by the compulsory 7 to 15-year-old age group.

In 2012 we introduced the Curriculum and Assessment Policy Statements (CAPS) into the system with the intention of providing a simplified, better mediated curriculum. The 2014 school year marks the last phase of CAPS implementation in the system, in the Senior Phase (Grades 7 to 9) and Grade 12. The Department used the CAPS orientation sessions of subject advisors to emphasise the need to monitor and strengthen curriculum coverage in schools. As part of our continuous engagement with district directors, curriculum coverage features strongly in all our current and future plans. Profiling of districts (aimed at identifying gaps in the districts in order to speedily address the challenges) helps the sector to understand the status of different schools in all provinces. This has clarified what will be required to achieve the goals of the NDP and the Sector Plan.

The feedback from National Senior Certificate done since 2009 points to an education system that is improving. The administration of Annual National Assessments has gained traction. The feedback from the Annual National Assessments will continue to inform our teacher development strategies.

The steady increase in the National Senior Certificate results over the past four years rekindles hope for our country that, despite challenges in the system, the 2030 vision of eliminating poverty and reducing inequality through education can materialise. We are particularly pleased with the 78.2% achieved by the class of 2013. This does not just represent a percentage improvement but also the number of learners who have passed and an improvement in critical subjects such as Mathematics, Physical Science and Accounting.

Our plans and interventions to improve learner performance in the sector will incorporate strengths and weaknesses identified in the 2013 assessments. The DBE will improve system accountability of the ANA by deepening independent verification processes. We commit ourselves to participate in other international standardised tests and studies such as the Progress in International Reading Literacy Study (PIRLS) and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ). We will continue to compare our examination standards against the best in the world in order to improve the credibility of our standards.

The provision of Learner and Teacher Support Material (LTSM) has improved over the past three years in its timely delivery to schools. A very good start to the 2013 and 2014 school years augurs well for the system and all in the sector must ensure that such practices become institutionalised. As the provision of quality LTSM will bring us closer to a more equitable education system, the Department will continue its oversight function to ensure that provinces adhere to the prescripts of the sector plan on LTSM. The National Catalogue of Textbooks has enabled provinces to reduce the costs of textbooks through economies of scale, enabling the easing of budgetary pressures.

We will ensure ongoing improvement in the provision of textbooks and utilisation of all LTSM in schools. Hence the Department has produced extra materials for schools and iterative workbooks to supplement prescribed teaching and learning materials. The culture of reading will be entrenched through national and provincial reading intervention programmes. Our intention is that children must be exposed to a variety of quality reading materials in schools.

Our plan to replace mud and unsafe school structures through the ASIDI project is well on course. The ASIDI project is not only about building classrooms and providing decent schools. It is also about restoring dignity to our communities. We will work in 2014 to ensure that all our learners are accommodated in classrooms that are conducive to learning.

Our plans to improve the basic education sector rely heavily on the participation of all in the system. Our teachers and learners are indispensable in the transformation of the basic education sector. Improved accountability throughout the system will be the cornerstone of all our plans. We will measure the impact of some of our key policies over the next few years. In order to improve teacher capacity and accountability, regular evaluation of teachers is critical. The implementation of the Integrated Quality Management System (IQMS) therefore needs to be strengthened and monitored.

The public response to the Kha Ri Gude mass literacy programme has been encouraging since its launch in 2007. Our target for 2014 is to enrol 680 400 learners. The programme has benefited 3 559 227 learners against the set target of 4.7 million literate adults by 2015.

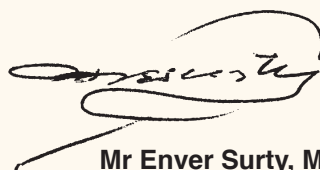
Psychosocial support for learners and teachers will be strengthened in view of the unpleasant incidents taking place in some of our schools. Our pro-poor policies have ensured that we minimise the inequalities in our education system. Over the past few years, almost 9 million learners have benefited from the introduction of the National School Nutrition Programme (NSNP). The NSNP and the Integrated School Health Programme (ISHP) will ensure that all learner development needs are addressed. We will strongly encourage our learners to participate in activities that educate them on citizenship, rights and responsibilities as well as constitutional values.

We are further encouraged by the immediate positive response of partners, especially in business, following the launch by the Deputy President on 16 July 2013 of the National Education Collaboration Trust (NECT). The NECT was conceived in the Education Collaboration Framework, which was developed by a range of stakeholders in response to the National Development Plan. We call upon all South Africans to join us as we work towards a better education for all.

We are confident that the plans articulated in this Annual Performance Plan are a solid step towards improving our education system.



**Mrs Angie Motshekga, MP**  
**Minister**

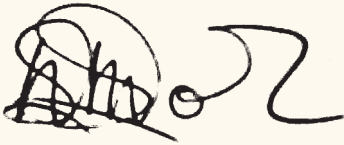


**Mr Enver Surty, MP**  
**Deputy Minister**

## OFFICIAL SIGN-OFF

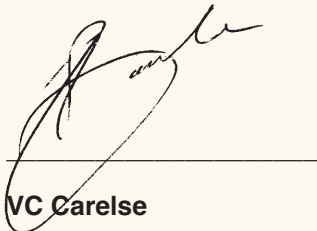
It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the Department of Basic Education under the guidance of the Minister of Basic Education;
- Was prepared in line with the current Strategic Plan of the Department of Basic Education; and
- Accurately reflects the performance targets which the Department of Basic Education will endeavour to achieve given the resources made available in the budget for 2013/2014.



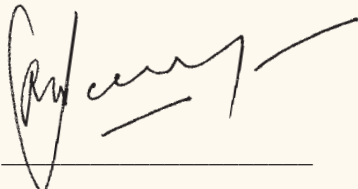
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**Director-General**

**Approved by:**



**Mrs Angie Motshekga, MP**

**Minister**

## PART A: STRATEGIC OVERVIEW

The improved quality of basic education is the highest priority (Outcome 1) of the South African Government as basic education is seen as a major contributor to the country's social and economic growth. The National Development Plan 2030 (NDP) lists education as one of the core elements in the plan to eliminate poverty, reduce inequality and create the foundation of an equal society. The 2014/2015 Annual Performance Plan is aligned with the NDP and builds on the experiences and achievements of past financial years and the gains made in the Medium Term Strategic Framework 2009 to 2014.

### **DBE Initiatives to respond to the National Development Plan**

The Department's *Action Plan to 2014: Towards the realisation of schooling 2025* and the National Development Plan for basic education are complementary. Despite the global recession at home and abroad, and as a result of pioneering interventions and our recognition of the quality and equity challenges in our system, the Department remained fixed on the provision of quality basic education. Schools should be adequately and appropriately supported to increase capacity for improved performance, and the Department has initiatives in place to achieve this.

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

Significant progress has been made in ensuring that more schools comply with the basic level of infrastructure. The Department is committed to providing safe drinking water, sufficient hygienic toilet facilities and electricity, and for all inappropriate structures to be eradicated by 2014/2015, in line with the National Development Plan's objective that all schools meet minimum infrastructure standards for sanitation, classrooms and libraries by 2017.

The plan calls for resources to be made available to teachers and schools to support learning, with the focus on improving literacy, numeracy, science and language outcomes. For 2014, the Department will print and deliver 24 780 640 volume 1 and 2 workbooks for Grades 1 to 9 to 23 673 schools. The Department will provide 3.2 million Grade R workbooks in all 11 official languages in four terms to benefit 810 000 learners in 16 189 public schools. The Department is also piloting the Grade 1 Incremental Introduction of African Languages workbooks and Big Books in all languages to 501 schools across all provinces.

The provision of nutritious meals to learners in schools continued to improve attendance and learning capacity, thus ensuring that learners from disadvantaged backgrounds continue to access schooling and have a meaningful school experience. 9.2 million learners benefited from the school nutrition programme in 2013/2014. The main focus in the 2014 school year will be to strengthen and monitor the programme to ensure the provision of nutritious meals on every school day.

#### **Improved quality of teaching and learning**

More effective teacher development programmes and teacher competency will lead to improved performance of learners. The National Development Plan calls for a trebling of the number of Grade 12 learners who achieve university entrance passes with Mathematics and Physical Science by 2030. Although the number of Grade 12 Mathematics and Science candidates at Dinaledi schools has been declining, the numbers passing these key subjects have steadily increased. In 2013, there were 142 666 Mathematics passes out of 241 506 candidates, a pass rate of 59.1%. There were 124 206 Physical Science passes out of 184 383 candidates, a 67.4% pass rate. However, both the number of candidates and passes need to increase in the period ahead if the plan's goal of trebling university entrance passes by 2030 is to be achieved.

## **Access to quality Early Childhood Development (ECD)**

The significant increase in the number of five-year-olds attending educational institutions may be attributed to the interventions aimed at realising Government's commitment in ensuring that all children aged five are attending educational institutions by 2014. The ECD sector is challenged by a lack of qualified teachers and provision of quality learning and teaching support materials. Areas of action in 2014 will include the quality of provision especially in terms of practitioner and teacher skills for Foundation Phase and Pre-Grade R teachers, provision of Grade R workbooks and improved monitoring of reading in the Foundation Phase in line with the National Development Plan.

## **Human Resource Development and Management of schools**

It has become critical that the expansion of the Funza Lushaka bursary scheme is complemented by ensuring that all graduates are absorbed into the schooling system and deployed in areas of shortage such as Mathematics, Science and Technology as well as in the Foundation Phase (especially teaching in African languages), and to rural areas. In 2014, the Department will develop a supply and demand model to incorporate information about teacher recruitment, attrition, exit, utilisation and migration to inform planning and resourcing of the teaching workforce especially in areas of skills shortage, and to inform a comprehensive national strategy for human resources in the basic education sector that will be finalised in the medium term.

There is a dire need to assess the teachers' content knowledge in the subjects they teach, a need to replenish the current stock of teachers and the need to change the process of appointing principals in order to appoint competent individuals. A more effective teacher development programme will be implemented to improve teacher competency. Therefore, expanding and strengthening the Funza Lushaka bursary scheme is in line with the national development plan to produce more and better qualified teachers. It is expected that 3 950 graduates will have qualified in 2013 for placement in 2014.

## **Capacity of the State to intervene in and support quality education**

In line with the objective of improving the performance of the education sector, the National Education Evaluation and Development Unit adopted a different model for conducting evaluations in 2012. A more focused approach has been adopted, where a team of two evaluators spend on average seven days evaluating and compiling a report for each school. Regulatory Frameworks and Guidelines will be put in place to improve teachers' conditions of service, to improve post provisioning norms, remuneration structures and performance management of teachers.

## **Increase accountability for improved learning**

Schools will be monitored for adherence to norms and standards. Principals will be held more accountable for managing teacher performance. The Integrated Quality Management System is being reviewed to embody the key roles and responsibilities of the Principal, School Management Team, Educator, and the Circuit Manager. Furthermore, accountability will be strengthened by ensuring that Heads of Departments, Deputy Principals, and Principals are required to sign work plans with their respective supervisors at the beginning of each evaluation cycle. Policy documents on roles and functions of districts are being revised for implementation to ensure effective oversight. Districts will be monitored closely to strengthen their capacity.



## 1. UPDATED SITUATIONAL ANALYSIS

This situational analysis provides an overview of factors that influence the plans and activities of the Department of Basic Education. It provides an account of the organisational factors affecting the capacity of the Department and provincial departments to respond to the challenges of the sector.

### 1.1. PERFORMANCE DELIVERY ENVIRONMENT

According to the statistics compiled by DBE's EMIS (published in *2013 School Realities*), the tenth school day statistics reflect 12 489 648 learners in ordinary public and independent schools in South Africa, who attended 25 720 schools and were served by 425 023 educators.

#### Data and information challenges

Reliable and timely information is critical to inform planning, evidence-based policy and decision making for all spheres in the education sector. The production of quality education statistics is imperative and can be enabled through a good information system, contingent on institutional, organisational and technical capacity at the national, provincial, district and school levels to collect, verify, analyse and manage the information. The schooling sector has a strong national statistical system through the Education Management Information System (EMIS).

However, in any system there are aspects that need improvement, such as the conflicts or differences between administrative data on enrolment that are collected through the Annual School Survey and survey data on enrolment produced by household surveys. These differences may be exacerbated by an over-estimation of the school-age population due to the infrequency of population census-taking, or an under-count of enrolment in independent schools. There is evidence of these types of discrepancies in reporting, which impede quality. Subjectivity of self-reported information and use of different definitions of terms similar to *enrolment* also impact on the estimates. The Department will continue interacting with Statistics South Africa (Stats SA) to address these challenges, to ensure a better quality of information.

With regard to the data and information for performance planning, monitoring, evaluation and reporting, the DBE will strengthen the systems associated with performance information and data. In 2013 performance information management was strengthened with the development of the Draft Performance Information Strategy document. Internal Audit activity was also strengthened to improve institutional management and outcomes at national level. Accountability for management performance will be tightened further from unit level to Senior Management level. The formalisation of provincial planning in partnership with the Auditor-General, National Treasury and the Department of Performance Monitoring and Evaluation is beginning to yield the desired outcomes.

The national EMIS will be realigned to the needs of curriculum and assessment systems to improve quality and relevance in the education management information system in terms of unit records and school level records. Strengthening security, accuracy and feedback in relation to unit record operational information for application in curriculum and assessment systems will improve the utility of management information in the system in support of quality teaching and learning outcomes.

## Access to basic education

The Bill of Rights in the Constitution of the Republic of South Africa, 1996, stipulates that everyone has the right to basic education, including adult basic education and further education, which the State, through reasonable measures, must progressively make available and accessible. The South African Schools Act, 1996 (Act 84 of 1996), requires parents to ensure that their children attend school from the first school day of the year in which they turn 7, until the last school day of the year in which they turn 15, or the end of Grade 9, whichever comes first. In 2012, the Stats SA General Household Survey (GHS) findings showed that 98.8% of 7 to 15-year-old children were attending educational institutions. There were 236 811 fewer children (as a whole) who were out of school in our country in 2012 than in 2002. In 2012, approximately 548 776 children aged 7 to 18 were not attending any education institution, of which the majority (4 in 5) were in the 16 to 18 age group; and 1 in 5 were disabled.

The Education Laws Amendment Act, 2005 (Act 24 of 2005) provided the legal foundation for introducing no-fee schools in 2007. By 2013, no-fee schools officially made up over 80.5% of the country's public schooling system. We are clearly seeing more learners accessing education without having to pay school fees and this contributed positively to growth in enrolments. Priorities in 2014 include ensuring that parents know their rights, that schools receive the public funding they require to operate effectively, and that compliance with the no-fee schooling provisions is closely monitored by the national and provincial departments to ensure that fee collection does not occur under other guises. Schools should receive a government subsidy of R880 to R960 per learner in quintiles one to three – the poorest schools classified as no-fee schools. However, problems persist where some schools classified as no-fee schools still collect money which parents perceive as fees.

## Expansion of Early Childhood Development (ECD)

As far back as 2000, Government committed to ensuring that all children aged 5 would attend educational institutions by 2014. The significant increase in the number of five-year-olds attending educational institutions may be attributed to the interventions aimed at honouring this commitment. The ECD sector is challenged by a lack of qualified teachers and quality learning and teaching support materials. Areas of action since 2013 included the provision of practitioner and teacher skills for the Foundation Phase and Pre-Grade R, provision of Grade R workbooks and improved monitoring of reading in the Foundation Phase. These issues are particularly critical and have been highlighted as priorities in the *Action Plan to 2014: Towards the realisation of schooling 2025* and the National Development Plan. While the NDP calls for the institutionalisation of Pre-Grade R, the Department is of the view that Grade R needs to be strengthened before initiating such an undertaking.

Government has committed to stepping up the ECD programme with the aim of ensuring universal access to Grade R and doubling the number of nought to four-year-olds in ECD centres by 2014.

The provision of ECD programmes in South Africa is an inter-sectoral responsibility, shared among the Department of Social Development (DSD), the Department of Health (DoH) and the DBE, with the Ministry of Women, Children and People with Disabilities playing a monitoring role. The dual oversight functions of the DSD and DBE need to be addressed especially as the roll-out of programmes is not always as seamless or sustained as desired.

Improving ECD is paramount to achieving our national development goals in future. Our national target of 810 000 enrolled Grade R learners by 2014 is on the way to being achieved as is universal access to Grade R. Enrolment in Grade R doubled in eight years to 779 370 in 2013, with the number of five-year-olds attending school (reflected in Statistics South Africa household data) increasing from 39.3% in 2002 to 63.2% in 2008, and (with accelerated expansion in the current MTSF) to 84.6% in 2012. It must be noted that government spending on pre-primary education has also increased more than spending on any other area of education. By 2011, spending on ECD was four times what it was in 2006 in real terms. The increase in overall spending exceeded the increase in enrolments, suggesting that spending per learner has improved. Between 2002 and 2012, the GHS showed that approximately 37% of under four-year-olds had attended an education institution – a significant increase, from approximately 7% in 2002.

### **Curriculum and Assessment Policy Statements (CAPS)**

The third phase implementation of the CAPS commenced in January 2014 in the Senior Phase (Grades 7, 8 and 9) and Grade 12. Training of Subject Advisors in the Senior Phase took place in 2013 in preparation for implementation in 2014. Closer and more careful monitoring is planned for 2014, including monitoring and examining the use of learning and teaching materials, evidence of daily written work and lesson plans, and adherence to work schedules will be closely and objectively monitored for effective teaching and learning.

National initiatives to improve curriculum coverage appear to be having a positive impact. The implementation of CAPS combined with the national workbooks provide better guidance to teachers than was previously available, especially because workbooks reduce the administrative burden on educators and sets out exercises for each week of the year.

Institutionalising the monitoring of teachers, time and texts will be a key intervention in the sector in 2014, using the comprehensive set of curriculum implementation special monitoring tools that were developed in the system for application at school and district level in 2012. These tools will complement the special tools for subject advisors at district level that were developed by the Department of Basic Education in support of the National Strategy for Learner Attainment.

### **High-quality learning and teaching support materials (LTSM)**

The Department monitored LTSM procurement by provinces to ascertain their level of readiness to procure and deliver all LTSM, including textbooks, before the end of the year. Monitoring visits took place in December 2013 in all provinces, to ensure a better start of the 2014 school year. The early release of the National Catalogue of Textbooks enabled the PEDs to order books in time for the successful implementation of CAPS in the Senior Phase. The expansion of the National Catalogue introduced in 2011 has significantly reduced the costs of textbooks. According to provinces, it has allowed better choices to be made, with better value for public spending on schools.

Deliveries of ordered textbooks and workbooks to schools were completed by the end of the 2013 school year. Where shortages occurred and deliveries were delayed, the Department urged districts to investigate and act swiftly. Senior managers monitored textbook delivery in provinces that were lagging behind in the last term of the year.

According to independent evaluators and monitors for the Integrated Quality Management System (IQMS), the effective use of materials in the classroom is below what is possible and desirable, even when materials were present. 2014 strategies will continue to focus on the oversight, development and management of the effective use of materials by teachers and learners to cover the curriculum. Teacher support and training in the use of the workbooks will be expanded this year, while the challenge of ensuring that every learner has a textbook in each subject still remains, especially where affected by challenges at provincial level.

In 2014, electronic CAPS-aligned textbooks for technical subjects and textbooks for Grade 10 Accounting, Business Studies, Geography, IT for Grades 11 & 12, Grade 11 Life Sciences and Mathematics Literacy will be developed and distributed to provinces. They will also be available on the DBE website and on the Thutong Portal. New, but exceptionally talented, South African teachers were brought into textbook-writing teams to produce open source materials that can be freely reproduced in hard copies or accessed on the internet, without the usual copyright restrictions. Western Cape and Limpopo have adopted the new textbooks as core textbooks and have thus moved towards the provision of a standardised core text. Remediation of weaknesses in learner performance and improvements in teacher development will be centered on these core texts. This initiative creates predictable benefits of savings in costs and effort in training, teacher development and remediation of learning difficulties.

In the remaining seven provinces, the Siyavula textbooks are considered supplementary to other textbooks that have been ordered. The Siyavula books cost Government a quarter of the unit price of similar textbooks of the same length, and workbooks cost a similar amount. They constitute a considerable contribution by the DBE to alleviating provincial and system budget pressures associated with the cost of learning and teaching materials.

Textbook retrieval is still a priority for 2014. An advocacy campaign on the importance of preserving textbooks, targeting teachers, parents and learners, will be run on an annual basis. A Basic Education Sector Plan for the procurement and delivery of LTSM for 2013/2014 was developed for institutionalisation and implementation from 2013. The aim of the plan is to ensure greater uniformity across provinces in respect of deadlines related to LTSM delivery and provisioning. Together with close monitoring of provincial procurement, the plan enables the Department to ensure that LTSM of the right quality and quantity are procured efficiently, on time and at the lowest overall cost.

### **Annual National Assessments (ANA)**

More than six million primary school learners from Grades 1 to 6 sat for the first ANA tests in Languages (Home and First Additional Language) and Mathematics in February 2011. The objective of the ANA was to establish a national standard benchmark by which the education sector could measure levels of literacy and numeracy of individual learners as a diagnostic tool. The results were released in April 2011 and showed several weaknesses in the teaching of numeracy and literacy that needed urgent intervention. These informed inputs into the National Strategy for Learner Attainment as well as support for learning and teaching. The third ANA was conducted from 10 to 13 September 2013.

The ANA has been received as a good initiative to measure learner performance across grades. What is now required are informed and responsive plans at district and school level to drive and direct reporting as well as the developmental assistance and interventions indicated in cases of weak learner performance. The focus in 2014 will still be on improving the credibility and reporting of processes and instruments in the ANA, as well as the overall assessment systems and exemplars to support learner performance improvement. Districts therefore become critical to strengthening planning at school and district levels to improve teaching and learning, including proper assessment. All structures involved in community and partner mobilisation will also be involved in disseminating information on the ANA, particularly in respect of the diagnosis of weaknesses, awareness of results and guidance on how to access district support.

### **National Senior Certificate (NSC) results**

Although there has been a steady improvement in the pass rate in the National Senior Certificate Examinations from 62.6% in 2008 to 73.9% in 2012, there are still concerns about the quality of passes. There is overall growth in the pipeline of candidates and numbers writing and passing gateway subjects such as Mathematics and Physical Science. In 2014, the Department will work to ensure that the NSC results improve in quantity and quality through the provision of materials aimed at improving learning and teaching. Support of classroom practices, teacher development and targeting of learner performance through the NSLA will be prioritised.

### **Competence, professionalism and status of teachers**

Imbalances in the supply and demand of educators have resulted in a shortage of skilled educators in the areas of Mathematics, Science and Technology. The low levels of producing qualified educators at Higher Education Institutions has resulted in a dearth of African Language Foundation Phase teachers. This situation militates against the achievement of the Department's goal of ensuring that all learners speak an African language, irrespective of their home language.

Recruitment efforts in the sector include the implementation of the Funza Lushaka bursary, which has resulted in an improvement of the number of young teachers entering the teaching service. In 2014, the Department will develop a supply and demand model to incorporate information about teacher recruitment, attrition, exit, utilisation and migration, that will inform planning and resourcing of the teaching workforce, especially in areas of skills shortage. The model will assist in finalising a comprehensive national strategy for human resources in the basic education sector in the medium term as well as the future teacher recruitment strategies of the Department.

### **Effective teaching and learning in the classroom**

South Africa has a qualified teaching workforce. In 2010, 95.1% of teachers were recorded as being qualified as compared to 53% in 1990. However, according to the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) assessment study research reports, South Africa's ranking among fifteen countries in the region does not reflect the considerable public investment. In 2014, the Department will carry out monitoring of and support for schools and districts.

All activities in the sector will work towards supporting teaching practices in the classroom. School work and homework checking by teachers and school authorities are critical if learner performance is to improve. Activities will focus on: qualitative and substantive diagnosis and effective targeted support of curriculum, assessment, management and oversight of school readiness, admissions, leadership, management and planning, school improvement, improved learner performance, finance, furniture, human resources, learner support services, LTSM, nutrition, scholar transport, managing the performance of the principal and other officials, school governance, quarterly reports and feedback, risk management, capacity building, school monitoring, and partnerships and communication.

### **School infrastructure developments**

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

### **Learner well-being**

The National School Nutrition Programme (NSNP) is one of the most important components of the Government's Programme of Action to improve access to education and the health of children attending schools. It was specifically assigned the responsibility of assisting children's ability to learn by providing them with nutritious meals. The NSNP was extended to all secondary school learners in the bottom quintiles across the country by May 2011. This augurs well for learners' cognitive development and performance. The focus in 2014 will be to strengthen and monitor the programme to ensure the provision of nutritious meals on every school day. The challenges that still remain include the provision of appropriate equipment and spaces for food preparation at all schools.

Food security is a challenge that needs a concerted effort in collaboration and partnership with communities. The expansion and deepening of sports and cultural participation by young people will also be consolidated in 2014 in partnership with other government departments.

The Integrated School Health Programme (ISHP) enables better access to primary health care for learners in primary and secondary schools. This health services package includes health screening, limited on-site services and extensive health education. Learners will be screened once per educational phase. In addition, the launch of the Integrated Strategy on HIV and AIDS, STIs and TB, 2012-2016, will contribute significantly to strengthening wellness programmes in the education sector. Psychosocial support of the overall well-being of learners and teachers will also gain traction in the system.

## **Section 100 (1)(b) intervention in the Eastern Cape and Limpopo**

In 2012, the Department received added functions associated with the oversight of Limpopo and the Eastern Cape under Section 100 (1)(b) of the South African Constitution. The Department has to fulfil all its obligations as a national department with the added responsibility of the interventions in the Limpopo Department of Education (LDoE) and the Eastern Cape Department of Education (ECDoE). Delays in the delivery of CAPS-aligned textbooks in Limpopo for Grades 1 to 3 and Grade 10 compounded the complexity of the situation. As part of its administration function in terms of Section 100 (1)(b), the Department took responsibility for ensuring that textbooks were procured and delivered in Limpopo and that catch-up programmes were put in place. Considerable progress was made in the affected PEDs in implementing effective financial systems and controls. The Department will continue to provide special guidance and monitor service delivery.

## **1.2 ORGANISATIONAL ENVIRONMENT**

The DBE has completed its reconfiguration process after the split of the Department of Education into the Department of Basic Education and the Department of Higher Education and Training. This reconfiguration of the Department has helped the Department to meet its strategic intent especially as far as Action Plan to 2014 is concerned. The organisational structure of the DBE is being reviewed constantly to meet the challenges the DBE is facing particularly in connection with the infrastructure demands of the sector.

The Department has moved expeditiously towards filling all vacant posts as a result of the restructuring process. As at the end of February the vacancy rate stands at below 2%. A bulk advertisement will go out before the end of February 2014 to fill all vacancies, thereby bolstering capacity in the DBE.

Capacity has also been developed through the Workplace Skills Plan and the Personal Development Plans of officials in the DBE. Training interventions for employees were informed by the Department's performance management outcomes, as well as the demands of Action Plan to 2014. Furthermore in response to natural attrition at middle and senior management 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 officials every year to attend courses for professional and personal development.

The DBE has established a dedicated unit which is responsible for co-ordinating all health and wellness matters in the Department. The unit has secured the services of an on-site doctor to assist officials.

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

The release of the first NEEDU report in May 2013 provided further opportunities to promote and strengthen all levels of accountability mechanisms from schools to districts to provincial and national offices, and in the broader schooling sector. It is expected that 200 schools and district offices will be evaluated in the 2014/2015 period.

Partnerships in 2014 will be curriculum-focused and will be linked to detailed support for learning and teaching quality, and improved performance monitoring, management and development systems which enable accountability to be strengthened at national, provincial, district and school levels. Partnership with other government departments will be strengthened to deliver the mandate described in the NDP and the Sector Plan.

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

2013 provided an opportunity to focus on the service delivery oversight role of the Department in respect of key functions such as LTSM provisioning processes, gradient helpdesk function 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 enabled the DBE to assess management at the classroom, school, district and provincial levels. This engagement will continue in 2014 to heighten accountability at all levels of the system.

There was a reasonably high percentage of school visits by district officials in the past financial year. In the 2011 school monitoring sample survey, the percentage of schools visited at least twice by district officials ranged from 74% to 99% across different provinces. However, in some provinces the percentage of school principals and teachers satisfied with these visits was low, indicating that these visits may not always have been focused on areas of support. Visits to schools need to be reconfigured in terms of monitoring and supporting the learning processes so that they improve accountability in relation to specific areas of district support to schools. The Department will focus on developing protocol to be observed by district, provincial and national officials when visiting schools. The support that districts give to schools will be strengthened in the following areas: support and monitoring of curriculum coverage, teacher preparation, management, development and deployment, preparation for assessments and management of educator and labour relations issues.

### **Alleviation of Provincial Budget Pressures**

The main challenge with most provincial budgets is the considerable size of the compensation of employees budget. This exerts pressure on non-personnel expenditure. Support will be given to provinces for budget monitoring and proper administration of Post Provisioning Norms (PPN) to ensure that budget and system controls are in place to give early warning signs of over-expenditure and under-expenditure. A diagnostic assessment will be carried out in 2014 in a sample of districts to formalise solutions to some long-standing challenges of teacher provisioning. Support will be offered through the conditional grant system outside of the provinces' allocations to ensure that sector priorities are implemented.



## 2. REVISIONS TO LEGISLATIVE AND OTHER MANDATES

### 2.1. REGULATIONS

The Department intends to finalise the following regulations in 2014:

- a) Regulations relating to minimum uniform norms and standards for public school infrastructure.
- b) Amendments to the safety regulations in schools.

### 2.2. PENDING COURT CASES

#### (a) LINGUA FRANCA VS THE MINISTER OF BASIC EDUCATION

The plaintiff alleges that the Department owes it an amount of R13 430 361 for the printing of textbooks. The Department is defending the matter and counsel has been appointed.

#### (b) MAGNA FS VS MINISTER OF BASIC EDUCATION

The plaintiff is claiming an amount of R7 million from the Department for non-payment for goods and services provided. The Department is defending the case. The matter has been set down for 12 August 2014.

### 3. OVERVIEW OF 2013/2014 BUDGET AND MTEF ESTIMATES

#### 3.1 EXPENDITURE ESTIMATES

Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2010/11	2011/12	2012/13		2014/15	2015/16	2016/17
1. Administration	237 692	268 595	307 715	334 068	347 448	364 701	385 685
2. Curriculum Policy, Support and Monitoring	737 437	1 700 304	1 701 634	1 865 022	1 954 927	1 926 098	2 026 143
3. Teachers, Education Human Resources and Institutional Development	495 896	548 023	827 957	991 681	1 268 247	1 171 484	1 163 986
4. Planning, Information and Assessment	3 320 453	5 574 822	6 897 876	8 994 075	10 379 369	12 448 146	13 224 472
5. Educational Enrichment Services	3 866 373	4 809 170	5 150 702	5 434 409	5 730 155	5 979 789	6 297 210
<b>Total</b>	<b>8 677 851</b>	<b>12 900 914</b>	<b>14 885 884</b>	<b>17 619 255</b>	<b>19 680 146</b>	<b>21 890 218</b>	<b>23 097 496</b>

### 3.2. RELATING EXPENDITURE TRENDS TO STRATEGIC OUTCOME-ORIENTED GOALS

The spending focus over the medium term will be on accelerating the delivery and improvement of school infrastructure projects through transfers from the Education Infrastructure Grant to provinces and payments for capital assets from the School Infrastructure Backlogs Conditional Grant, where the department will take responsibility for the delivery of projects. These grants account for the bulk of spending increases over the medium term, particularly in the *Planning, Information and Assessment* programme. Increased spending on these grants grew the department's overall expenditure by 15.4 per cent in 2012/13 and 18.2 per cent in 2013/14 in support of government's commitment to ensure that learning and teaching take place in safe and secure buildings.

To give effect to Cabinet approved budget reductions, R1.2 billion over the medium term has been reduced from spending on the school infrastructure backlogs grant and R1.4 billion over the medium term has been reduced from the education infrastructure grant. The reductions to the school infrastructure grant align this allocation more closely with the ability of the sector to deliver school infrastructure and extend the deadline for addressing the school infrastructure backlog by one year, from 2015/16 to 2016/17. Despite these reductions, the education infrastructure grant is expected to grow by an average annual 14.8 per cent over the medium term, thereby ensuring that school infrastructure delivery by provincial education departments remains a priority.

After infrastructure, spending on operating payments is the second largest item of expenditure over the medium term. Spending on this item mainly provides funding for: the Kha Ri Gude mass literacy project, which aims to provide an additional 2 million adults with an opportunity to become literate over the medium term; and workbooks for grades 1 to 9 to improve learner performance in the foundational learning areas of literacy and numeracy. The Kha Ri Gude project expects to reach the initial target of 4.7 million adult learners by 2016, after which the programme will begin to wind down. Cabinet approved reductions of R10 million in 2014/15, R130 million in 2015/16 and R140 million in 2016/17 have been effected on the project.

The Department has a funded establishment of 797 posts, of which 749 were filled at the end of November 2013. The number of filled posts increased from 725 in 2012/13 to 749 in 2013/14, due to appointments in home schooling in the inclusive education directorate in the *Curriculum Policy, Support and Monitoring* programme. In addition, the *Curriculum and Professional Development Unit*, a new subprogramme in the *Teachers, Education Human Resources and Institutional Development* programme, is expected to become fully operational at the end of 2013/14. The Department had 4 posts additional to the establishment at the end of November 2013. These posts are used in the ministry, mainly for project management. In order to comply with the frameworks for the Dinaledi schools and technical secondary school recapitalisation conditional grants, 6 project managers will be appointed in 2014/15 to assist with monitoring performance and spending in the provinces.

The 2014 Budget includes Cabinet approved additional allocations of R213 million in 2014/15 and R67 million in 2015/16 for the new conditional grant for the occupation specific dispensation for therapists in the education sector, as well as the following additional Cabinet approved reductions:

- R231 million in 2014/15, R479 million in 2015/16 and R456 million in 2016/17 from the school infrastructure backlog grant
- R1.4 million in 2014/15, R1.4 million in 2015/16 and R1.5 million in 2016/17 to be effected through implementing efficiency measures on expenditure on goods and services across all programmes

- R231.8 million in 2014/15, R589.9 million in 2015/16 and R554.5 million in 2016/17 from the education infrastructure grant.

### **Infrastructure spending**

The education infrastructure grant is used to supplement the infrastructure programme in provinces to accelerate construction, maintenance, upgrade and rehabilitation of new and existing school infrastructure. The grant is also used to enhance capacity to deliver infrastructure projects in education. R26.4 billion over the medium term is allocated to this grant.

The school infrastructure backlogs grant was introduced in 2011/12. It aims to eradicate and replace inappropriate school infrastructure, such as mud school buildings and other unsafe structures. It also aims to ensure that all schools have access to basic services, such as water, sanitation and electricity. R8 billion has been allocated to this grant over the MTEF period to replace inappropriate infrastructure in 510 schools, and provide water to 1 120 schools, sanitation to 741 schools and electricity to 916 schools. Between 2013/14 and 2014/15, 160 schools with inappropriate infrastructure are to be replaced, with a further 433 planned for replacement between 2014/15 and 2016/17.

R734.9 million over the MTEF period has been allocated for the technical secondary schools recapitalisation conditional grant to build, refurbish and resource new and existing teaching spaces, including technology workshops and classrooms. 9 new workshops are set to be built, 166 workshops are set to be refurbished, 226 workshops are set to be appropriately equipped and 1 954 technology teachers are set to be trained in 2014/15

### 4. DEPARTMENTAL PROGRAMMES: STRATEGIC OBJECTIVES, PROGRAMME PERFORMANCE INDICATORS AND ANNUAL TARGETS FOR 2014/2015

#### 4.1. 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.

**Strategic objectives:**

- Improve capacity of the Department of Basic Education.
- Strengthen partnerships with all stakeholders, resulting in education becoming a national priority.

**Programme performance indicators and annual targets for 2014/2015 to 2016/2017**

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. Vacancy management, human resources development and performance management have been prioritised to increase the efficiency and capacity of the Department to deliver its mandate in terms of delivery of services to the public and the professional development of staff. The indicators in this programme are directed towards performance improvement and development, compliance, accountability and sound financial systems. The activities of the programme support the *Action Plan to 2014: Towards the realisation of schooling 2025* and cut across all its goals.

Key processes will be strengthened in 2014 to support the Department in respect of administrative procedures and systems. The Management Performance Assessment Tool (MPAT) is coordinated by the Department of Performance Monitoring and Evaluation (DPME). The DPME conducts annual assessments of the quality of generic management practices in departments. The aim of these assessments is to get managers to regularly monitor the effectiveness of their management practices and to implement improvement plans where necessary. Priorities in the 2014/2015 financial year will be to follow through on the recommendations of the 2013 MPAT and to respond to the findings of the Auditor-General in respect of institutional performance improvements.

The DBE will strengthen the use and systems associated with performance information and data in 2014, with assistance from the office of the Chief Information Officer and internal auditing procedures, to improve institutional management and outcomes at national level, and in provincial education departments.

The DBE will enhance internal finance policies and publish them on the intranet. Controls will be put in place to ensure that all invoices are paid within 30 days of receipt. The DBE will strive for an unqualified audit report with no matters of emphasis. The Internal Audit function will be supported to strengthen good governance and control processes and compliance with regulations. The Department will strengthen the management of litigation through its legal unit, which will provide legal advice and monitor and support provincial education departments in the management of court cases.

Strategic objectives, Programme performance indicators and annual targets for 2014/15 to 2016/17

Strategic Objective	Programme Performance Indicator	Audited/Actual performance			Estimated performance 2013/14	Medium-term targets		
		2010/11	2011/12	2012/13		2014/15	2015/16	2016/17
4.1.1. Improve capacity of the Department of Basic Education (development).	Number of officials participating in staff development activities.	243	264	350	300	315	330	350
	Number of internships implemented for unemployed graduates in the Department.	47	63	87	60	65	70	75
4.1.2. Strengthen partnerships with all stakeholders, resulting in education becoming a national priority.	A report highlighting South Africa's role and participation in multilateral bodies and international organisations in support of the development of the education system is produced.	-	-	Two reports	Two reports	Two reports on partnerships and participation	Two reports on partnerships and participation	Two reports on partnerships and participation
	Signed financial disclosure forms for all DBE SMS members submitted by 31 May 2014.				All SMS members sign financial disclosure forms within the stipulated time.	All SMS members have signed financial disclosure forms by 31 May 2014.	All SMS members have signed Financial Disclosure forms by 31 May 2015.	All SMS members have signed financial disclosure forms by 31 May 2016.
4.1.3. Improve capacity of the Department of Basic Education (Compliance).	Signed performance agreements (PA) by all DBE SMS members by 31 May 2014.				All SMS members sign PAs within the stipulated time.	All SMS members have signed PAs by 31 May 2014.	All SMS members have signed PAs by 31 May 2015.	All SMS members have signed PAs by 31 May 2016.
	Management Performance Assessment Tool (MPAT) process is facilitated and report developed on time.				MPAT process results available and self assessment scores submitted to DPME	MPAT process results available and self assessment scores submitted to DPME	MPAT process results available and self assessment scores submitted to DPME	MPAT process results available and self assessment scores submitted to DPME
	Number of audit reports signed off.					29	29	29

## Quarterly targets for 2014/15

Programme Performance Indicator	Reporting period	Annual target 2014/15	Quarterly targets			
			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Number of officials participating in staff development activities.	Annual	315				315
Number of internships implemented for unemployed graduates in the Department.	Annual	65				65
A report highlighting South Africa's role and participation in multilateral bodies and international organisations in support of the development of the education system is produced.	Bi-annual	Two reports on partnerships and participation		Report		Report
Signed financial disclosure forms for all DBE SMS members submitted by 31 May 2014.	Annual	All SMS members have signed financial disclosure forms by 31 May 2014.	All SMS members have signed financial disclosure forms by 31 May 2014.			
Signed performance agreements by all DBE SMS members by 31 May 2014.	Annual	All SMS members have signed PAs by 31 May 2014.	All SMS members have signed PAs by 31 May 2014.			
Management Performance Assessment Tool (MPAT) process is facilitated and report developed on time.	Annual	MPAT process results available and self assessment scores submitted to DPME.			MPAT process results available and self assessment scores submitted to DPME.	
Number of audit reports signed off.	Quarterly	29	7	7	7	8

Reconciling performance targets with the Budget and MTEF Expenditure estimates

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2010/11	2011/12	2012/13		2014/15	2015/16	20016/17
Ministry	21 570	24 723	22 875	26 893	24 592	25 886	27 482
Department Management	26 462	37 362	60 442	62 100	65 763	69 310	73 604
Corporate Services	34 563	39 237	44 775	48 538	49 115	51 627	54 696
Office of the Chief Financial Officer	26 904	34 701	36 268	41 089	44 075	46 390	49 263
Internal Audit and Risk Management	1 509	2 433	4 317	5 624	5 090	5 370	5 718
Office Accommodation	126 684	130 139	139 038	149 824	158 813	166 118	174 922
<b>Total</b>	<b>237 692</b>	<b>268 595</b>	<b>307 715</b>	<b>334 068</b>	<b>347 448</b>	<b>364 701</b>	<b>385 685</b>
<b>Economic classification</b>							
<b>Current payments</b>	<b>227 521</b>	<b>255 654</b>	<b>291 017</b>	<b>316 008</b>	<b>328 855</b>	<b>346 123</b>	<b>374 308</b>
Compensation of employees	63 900	81 068	97 501	115 800	120 244	126 981	135 363
Goods and services of which:	112 073	122 067	142 051	139 532	159 629	171 618	192 624
Computer services	13 992	15 506	15 626	17 932	16 707	17 474	18 380
Lease payments	932	726	68	1 614	1 565	1 640	1 717
Property payments	66 438	67 367	73 862	71 264	90 699	99 826	117 622
Travel and subsistence	8 930	13 235	17 152	13 101	14 808	15 306	16 049
Interest and rent on land of which:	51 548	52 519	51 465	60 676	48 982	47 524	46 321
<b>Transfer and subsidies</b>	<b>172</b>	<b>586</b>	<b>292</b>	<b>300</b>	<b>177</b>	<b>185</b>	<b>195</b>
Departmental agencies and accounts	143	157	184	167	177	185	195
Foreign government and international organisations							
Households	29	429	108	133	0	0	0



Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2010/11	2011/12	2012/13	2013/14		2014/15	2015/16	20016/17
<b>Payments for capital assets</b>	<b>9 999</b>	<b>12 355</b>	<b>16 406</b>	<b>17 760</b>	<b>18 416</b>	<b>18 393</b>	<b>11 182</b>	
Buildings and other fixed structures	5 947	9 230	12 865	12 580	12 768	14 225	7 216	
Machinery and equipment	3 853	3 072	3 476	5 125	5 559	4 068	3 838	
Software and other intangible assets	199	53	65	55	89	100	128	
<b>Payments for financial assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Total</b>	<b>237 692</b>	<b>268 595</b>	<b>307 715</b>	<b>334 068</b>	<b>347 448</b>	<b>364 701</b>	<b>385 685</b>	
<b>Proportion of total programme expenditure to vote expenditure</b>	<b>2.8%</b>	<b>2.2%</b>	<b>2.0%</b>	<b>1.9%</b>	<b>1.8%</b>	<b>1.6%</b>	<b>1.6%</b>	
<b>Details of selected transfers and subsidies</b>								
<b>Current</b>	28	428	108	133	55	-	-	
<b>Households</b>								
<b>Social Benefits</b>	29	429	108	133	55	-	-	
<b>Foreign governments and international organisations</b>								
<b>Current</b>	<b>9 236</b>	<b>10 455</b>	<b>11 872</b>	<b>11 896</b>	<b>12 610</b>	<b>13 191</b>	<b>13 890</b>	

## Performance and expenditure trends: Programme 1

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

The increased expenditure in the *Department Management* subprogramme in 2013/14 was mainly due to the additional costs associated with interventions in Eastern Cape and Limpopo in 2011/12, when the department took over the management of the provincial education departments in these provinces. This required additional oversight related expenditure, which accounts for the increases in spending on goods and services items, such as consultants and travel and subsistence, in that year. The interventions also explain the decrease in expenditure in the *Ministry* subprogramme in 2012/13, as funds were shifted from that subprogramme to the *Department Management* subprogramme. In addition to assisting with the interventions, consultants were contracted to provide advice on legal matters, such as the gazetting of minimum norms and standards for school infrastructure.

The Department has a funded establishment of 300 posts for this programme, of which 252 posts were filled at the end of November 2013. These vacancies are mainly due to delays in recruitment after internal promotions and natural attrition. The Department plans to fill them by the end of 2013/14 and over the medium term. There were 4 posts filled additional to the establishment and these are mainly for project management activities.

The Department has reprioritised funding from the *Planning, Information and Assessment* programme to this programme to fund the newly created technical support unit in the *Department Management* subprogramme. This accounts for the increased expenditure on consultants providing business and advisory services over the medium term. This unit will support the coordination and implementation of the sector wide programme of action. This in turn will provide technical support to provinces for the improved delivery of key initiatives

## 4.2. PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

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

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

### Strategic objectives:

- Improve teacher capacity and practices.
- Increase access to high-quality learning materials.
- Strengthen partnerships with all stakeholders resulting in education becoming a national priority.
- Universalise access to Grade R.

## Programme performance indicators and annual targets for 2014/2015 to 2016/2017

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 to improve learner performance as captured in the *Action Plan to 2014: Towards the realisation of schooling 2025*. 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 Bachelor's programme at a university.
- Goal 5 ► Increase the number of Grade 12 learners who pass Mathematics.
- Goal 6 ► Increase the number of Grade 12 learners who pass Physical Science.
- Goal 7 ► Improve the average performance of Grade 6 learners in languages.
- Goal 8 ► Improve the average performance of Grade 6 learners in Mathematics.
- Goal 9 ► Improve the average performance of Grade 8 learners in Mathematics.
- Goal 12 ► Improve the grade promotion of learners through Grades 1 to 9.

The training of subject advisors in the Senior Phase (Grades 7 to 9) and in Grade 12 was done in 2013. Teacher capacity and practices will be improved in the 2014/2015 financial year through the implementation of CAPS in the Senior Phase and in Grade 12. By the end of the 2014 school year, CAPS will have been implemented in all grades.

In 2011, to increase access to high-quality learning materials as part of enabling curriculum delivery and coverage, the Department developed and provided learner materials, including workbooks, study guides and supplementary textbooks. Workbooks are now available for Grades R to 9. The DBE will prioritise monitoring the effective use of learning materials in schools.

Electronic CAPS-aligned textbooks for technical subjects, and textbooks for Grade 10 Accounting, Business Studies, Geography, Information Technology for Grades 11 & 12, Grade 11 Life Sciences and Mathematics Literacy will be developed. Furthermore *Mind the Gap* study guides and other supplementary resources will be developed and distributed to provincial education departments and will be available on the DBE website and Thutong Portal to support the learners in Grade 12. Electronic (interactive) multimedia resources will be developed and distributed to support the National Strategy for Learner Attainment (NSLA), which aims to achieve the strategic objectives of improving teacher capacity and practices as well as increasing access to high-quality learning materials. PEDs will be provided with ongoing support in the implementation of e-education, which is a National Development Plan priority area.

Curriculum planning, management, oversight, coverage and delivery by teachers and other education specialists have been highlighted as critical in the 2014-2019 MTEF. Various tools have been developed to enable the achievement of the NSLA.

The NSLA targets the classroom and teachers as key levers for change in learner performance and will be guided by the Curriculum Assessment Policy Statements, Annual National Assessments and workbooks. The NSLA also includes activities that will be carried out by schools and districts in support of oversight and comprise Early Childhood Development (ECD), implementation of the Integrated Literacy and Numeracy Strategy and the Mathematics, Science and Technology Improvement Strategy, which will receive more attention in the MTEF.

### **Early Childhood Development (ECD)**

Universal access to Grade R (Reception Grade) by 2014 is in sight. Grade R has become institutionalised, with investment in the public provision of Grade R at public schools country-wide in response to the need for the development of foundational skills for cognitive development. The focus over the 2014-2019 MTSF is to ensure quality through providing teaching and learning resources and suitably qualified practitioners, as part of working towards achieving Goal 11 of the *Action Plan to 2014: Towards the realisation of schooling 2025*.

Plans for ECD include the implementation of norms and standards for employment of Grade R practitioners, approved programmes for a National Diploma in Grade R, workbooks and resource packs aligned to CAPS, guidelines for school management teams on supporting Grade R and monitoring of curriculum coverage and Grade R workbook distribution and use. While the NDP proposes a two-year programme before Grade 1, the sector needs to fully close the current gaps in the ECD sector in educator quality and appropriate learning materials before introducing a second year.

### **National Integrated Literacy and Numeracy Strategy**

The strategy includes improving teacher content and conceptual knowledge, strengthening teaching methodology, strengthening implementation of the curriculum with increased accountability, access to quality LTSM including access to reading materials and numeracy resources, improving the quality of and access to Grade R, evidence-based planning and monitoring, as well as reliable and regulated reporting processes. Provincial targets will show how performance in Literacy and Numeracy will be strengthened across all districts and schools, based on the 2013 audit of provincial strategies for reading, Mathematics, Science and Technology and the recommendations of the NEEDU.

### **Mathematics, Science and Technology Improvement Strategy**

The strategy includes setting specific standards for Mathematics and Science, raising the participation and performance of historically disadvantaged learners in Mathematics and Science in the National Senior Certificate examination, improving the participation and performance of girl learners, and ensuring the correct placement of appropriately trained teachers. The strategy challenges the notion that Mathematics and Science are difficult subjects. The use of Indigenous Knowledge Systems, the provision of Science and Technology kits and consumables to schools without laboratories, the provision of textbooks and other resources, guidance to teachers, Dinaledi schools and teacher incentives for rural teaching are also parts of the strategy.

Drawing on the findings of the 2013 ANA, the focus in this MTEF will be on the Intermediate and Senior Phases, consolidating gains to ensure utilisation of materials, training and development to strengthen the quality of learning and teaching.

The National Catalogue for CAPS-aligned textbooks (Grades R to 12) will facilitate the timely procurement of LTSM in all Grades. The Department will monitor and support provinces to manage the procurement and delivery of textbooks and stationery for the 2015 academic year through a Basic Education sector plan for the procurement and delivery of LTSM, that will include regular reporting to ensure adherence to time frames. Challenges will be addressed through a risk management plan. The aim of the plan is to achieve a greater measure of uniformity across provinces in respect of deadlines. Together with close monitoring of provincial procurement by the Department, the plan will ensure that LTSM of the right quality and quantity are procured efficiently, on time and at the lowest overall cost in all provinces.

The Department will continue to work with provincial and district officials to improve teacher capacity and practices in e-education. This includes the systematic expansion of access to interactive technologies, basic computer literacy and electronic content for teacher development, using teacher resource centres with a focus on subject knowledge, teaching practices, materials use and annual assessment training.

Strategic objectives, Programme performance indicators and annual targets for 2014/15 to 2016/17

Strategic Objective	Programme Performance Indicator	Audited/Actual performance			Estimated performance 2013/14	Medium-term targets		
		2010/11	2011/12	2012/13		2014/15	2015/16	2016/17
<b>4.2.1. Improve teacher capacity and practices (e-education).</b>	Number of interactive workbooks developed.					10 interactive workbooks developed	15 interactive workbooks developed	25 interactive workbooks developed-
<b>4.2.2. Improve teacher capacity and practices.</b>	Percentage of learners who obtain a National Senior Certificate.	67.8%	70.2%	73.9%	74%	75%	76%	77%
<b>4.2.3. Increase access to quality learning materials.</b>	Percentage of Grade R workbooks developed, printed and delivered to learners in public primary schools.				97% - 100% of Grade R learners in public primary schools	97% - 100% as per data sets from provinces of Grade R learners in public primary schools	97% - 100% as per data sets from provinces of Grade R learners in public primary schools	97% - 100% as per data sets from provinces of Grade R learners in public primary schools
<b>4.2.4. Strengthen partnerships with all stakeholders resulting in education becoming a national priority.</b>	Percentage of Grade 9 Mathematics workbooks developed, printed and delivered to learners in public schools. Number of learners completing the Kha Ri Gude programme per year.	486 199	612 450	532 197	546 811	545 386	529 109	527 132

## Quarterly targets for 2014/15

Programme Performance Indicator	Reporting period	Annual target 2014/15	Quarterly targets			
			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Number of interactive workbooks developed.	Annual	10 interactive workbooks developed				10 interactive workbooks developed
Percentage of learners who obtain a National Senior Certificate.	Annual	75%				75%
Percentage of Grade R workbooks developed, printed and delivered to learners in public primary schools.	Annual	97% - 100% as per data sets from provinces of Grade R learners in public primary schools				97% - 100% as per data sets from provinces of Grade R learners in public primary schools
Percentage of Grade 9 Mathematics workbooks developed, printed and delivered to learners in public schools.	Annual	97%-100% as per data sets from provinces of Grade 9 learners in public schools				97%-100% as per data sets from provinces of Grade 9 learners in public schools
Number of learners completing the Kha Ri Gude programme per year.	Annual	545 386				545 386

Reconciling performance targets with the Budget and MTEF Expenditure estimates

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2010/11	2011/12	2012/13	2013/14		2014/15	2015/16	2016/17
Programme Management: Curriculum Policy, Support and Monitoring	763	2 002	2 727	2 676	2 455	2 590	2 756	
Curriculum Implementation and Monitoring	89 312	237 707	228 565	263 730	267 771	280 387	295 661	
Kha Ri Gude Literacy Project	466 760	497 339	572 457	608 933	634 939	544 683	570 545	
Curriculum and Quality Enhancement Programmes	180 602	963 256	897 885	989 683	1 049 762	1 098 438	1 157 181	
<b>Total</b>	<b>737 437</b>	<b>1 700 304</b>	<b>1 701 634</b>	<b>1 865 022</b>	<b>1 954 927</b>	<b>1 926 098</b>	<b>2 026 143</b>	
Change to 2012budget estimate	-	-	(10.7)	-	-	-	-	
<b>Economic classification</b>								
<b>Current payments</b>	<b>672 324</b>	<b>1 421 428</b>	<b>1 406 418</b>	<b>1 523 513</b>	<b>1 609 588</b>	<b>1 564 894</b>	<b>1 645 785</b>	
Compensation of employees	51 960	63 911	65 763	73 206	78 109	82 486	87 930	
Goods and services of which:	620 364	1 357 517	1 340 655	1 450 307	1 531 479	1 482 408	1 557 855	
Agency and support/ outsourced services	31 743	35 268	35 843	44 948	44 218	45 994	48 091	
Inventory: stationery and printing	32 999	508 024	666 000	75 977	55 226	64 928	68 272	
Travel and subsistence	4 926	16 944	9 690	8 590	7 710	8 284	8 761	
Operating expenditure	541 705	783 954	610 666	1 303 928	1 410 136	1 348 420	1 417 285	
<b>Transfers and subsidies</b>	<b>100</b>	<b>239</b>	<b>390</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
Dinaledi Schools Grant		67 858	95 633	109 235	111 182	116 296	122 460	
Technical secondary schools recapitalization grant	64 467	210 518	198 689	231 532	233 482	244 222	257 166	
Households	100	239	390	-	-	-	-	
<b>Foreign governments and international organisations</b>								
<b>Guidance Counseling and Youth Development Centre, Malawi</b>	<b>100</b>	<b>-</b>	<b>93</b>	<b>107</b>	<b>113</b>	<b>118</b>	<b>124</b>	



Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2010/11	2011/12	2012/13		2014/15	2015/16	2016/17
<b>Payments for capital assets</b>	<b>446</b>	<b>261</b>	<b>411</b>	<b>635</b>	<b>562</b>	<b>568</b>	<b>608</b>
Machinery and equipments	403	261	398	635	562	568	608
Software and other intangible assets	43	-	13	-	-	-	-
<b>Payments for financial assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total</b>	<b>737 437</b>	<b>1 700 304</b>	<b>1 701 634</b>	<b>1 865 022</b>	<b>1 954 927</b>	<b>1 926 098</b>	<b>2 026 143</b>
<b>Proportion of total programme expenditure to vote expenditure</b>	<b>8.4%</b>	<b>13.2%</b>	<b>11.4%</b>	<b>10.6%</b>	<b>9.9%</b>	<b>8.8%</b>	<b>8.8%</b>

## Performance and expenditure trends: Programme 2

The spending focus over the MTEF period will be on improving curriculum delivery, particularly through ensuring access to high quality learner and teacher support materials. Workbooks for grades R to 9 are developed and distributed through the *Curriculum and Quality Enhancement Programmes* subprogramme. The workbooks are complemented by the Dinaledi schools and technical secondary schools conditional grants in the *Curriculum Implementation and Monitoring* subprogramme, providing more focused support to selected schools in Mathematics, Science and Technology. Additional allocations for these grants account for the growth in expenditure in the *Curriculum Implementation and Monitoring* subprogramme, which is also reflected as transfers and subsidies to provincial departments.

Spending on the *Kha Ri Gude Literacy Project* subprogramme increased between 2010/11 and 2013/14, 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, this increased expenditure on goods and services over this period and is expected to have the same effect in 2014/15. With an allocation of R1.8 billion over the medium term, this project has to date provided 2.9 million adults with the opportunity to become numerate and literate in one of the 11 official languages. In 2013/14, the project registered 673 743 additional learners and provided a stipend to 42 371 volunteer facilitators. As the project expects to reach the initial target of 4.7 million literate adults by 2015/16, its allocation has been reduced by R280 million over the medium term as it will begin to wind down as a mass based intervention.

Between 2010/11 and 2013/14, consultants were used mainly for the development of workbooks, which increased the related expenditure. Workbooks are now primarily developed by material developers seconded from provincial education departments, hence the decreased expenditure on consultants over the medium term. There are no vacant posts in this programme.

This subprogramme: Curriculum and Quality Enhancement Programmes, supports programmes that enhance curriculum outcomes in the basic education system. A key project is to ensure the development of literacy, numeracy and Mathematics workbooks for grades R to 9 and that these workbooks are printed and delivered to learners. Other activities include curriculum enhancement programmes using ICT, establishing e-learning in schools and evaluating school performance. The establishment of the e-learning unit and development of e-learning resources in Mathematics and Science will promote and increase the participation of learners in these subjects. Using the allocation of R859.3 million in 2013/14, 53 740 860 literacy and numeracy workbooks for grades R to 9 were developed and printed in all 11 official languages in preparation for 2014. This subprogramme had a staff complement of 27 in 2013/14.

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

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

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

**Strategic objectives:**

- Improve teacher capacity and practices.
- Strengthen school management and promote functional schools.
- Strengthen the capacity of district offices.

**Programme performance indicators and annual targets for 2014/2015 to 2016/2017**

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 programme contributes to the following sector goals:

**Action Plan Goals on Teacher Supply, Development and Utilisation**

- Goal 14▶ Attract a new group of young, motivated and appropriately trained teachers into the teaching profession each year.
- Goal 15▶ Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided.
- Goal 16▶ Improve the professionalism, teaching skills and subject knowledge of teachers throughout their entire careers.
- Goal 17▶ Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.

In the 2014/2015 financial year, the emphasis will be on ensuring teacher time-on-task, teacher attendance, and improving teacher content knowledge and teaching skills. The Department will also focus on addressing teacher shortages in gateway subjects such as Mathematics, Science and Technology, as well as African Languages.

Inappropriately implemented Post Provisioning Norms (PPN) exacerbate budget pressures in provinces. The importance of examining and reducing underlying pressures to create space for quality improvements in schooling is a critical issue for the sector.

The Department will collaborate with teacher unions in provinces to improve teacher capacity and practices in 2014. Teacher development programmes will also be coordinated with provincial education departments in targeted priority areas, in response to the need to improve the professionalism, teaching skills and subject knowledge of teachers throughout their careers.

Reinforcement of school management and district practices will continue through school-based supervision and monitoring by Integrated Quality Management System (IQMS) moderators. As an immediate response to the NDP, the Department will improve the frequency and quality of monitoring and support services provided by district offices to schools. In 2014, the Department will analyse District Improvement Plans and provide feedback as part of its monitoring and oversight function. A protocol to guide district officials will also be developed to ensure meaningful visits to schools.

There will be a greater focus on the evaluation of teacher education programmes submitted for approval by Higher Education Institutions. The implementation of a comprehensive Funza Lushaka bursary tracking and information management system will also be prioritised together with the review of Funza Lushaka protocols, agreements, policies and procedures. A planning guide will be developed to monitor and report on PEDs' training in the Foundation Phase, CAPS, ANA, workbooks and subject content, to assess the use of ANA results in reading, Mathematics and School-Based Assessments. The Department will monitor CAPS orientation sessions for new teachers and provide training on inclusive education with the focus on curriculum differentiation and Screening, Identification, Assessment and Support (SIAS).

The Department will ensure that excellence in the teaching profession will be celebrated on World Teachers' Day and at the National Teacher Awards held annually. Recognition of teacher excellence is entrenched in the system to benchmark and share good practices, and also to systematise rewards as an integral part of career development. The Support Networks for Female Principals that were initiated in 2013 by the Minister will gain traction in 2014.

The Department will develop and mediate the South African standards for the appointment of principals, circuit managers and subject advisors to ensure that suitable persons are appointed in management positions. This will heighten the levels of accountability at school level and ensure that schools are well managed. In preparation for the 2015 school governing body elections, a widely consulted policy on SGB elections will be developed. Support and monitoring of school governing bodies will be provided on an ongoing basis to ensure that they meet the minimum requirements for functionality.

Teacher supply and demand tools will be developed and tested, and a report on human resource planning for the sector will be compiled. An existing operational database of profiles of qualified South African educators who are available for employment in public ordinary schools will be used to address teacher shortages and placement of unemployed qualified graduates. This will contribute to the sector priority of recruiting educators under the age of 30. A comprehensive plan to improve conditions of service for Grade R practitioners will be developed. The Department will work towards labour peace and maintain cordial relationships with all stakeholders.

Strategic objectives, Programme performance indicators and annual targets for 2014/15 to 2016/17

Strategic Objective	Programme Performance Indicator	Audited/Actual performance				Estimated performance 2013/14	Medium-term targets		
		2010/11	2011/12	2012/13	2014/15		2015/16	2016/17	
4.3.1. Improve teacher capacity and practices (recruitment).	Number of qualified teachers aged 30 years and below entering the profession for the first time during the financial year.		7 744	8 227	7 400	8 000	8 820	8 800	
	A report on the number of qualified teachers aged 30 and below exiting the system during the past year.					A report on termination of qualified educators aged 30 and below	A report on termination of qualified educators aged 30 and below	A report on termination of qualified educators aged 30 and below	
	Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education during the past year.	10 073	8 733	11 500	14 500	13 500	12 500	12 500	

Quarterly targets for 2013/2014

Programme Performance Indicator	Reporting period	Annual target 2014/15	Quarterly targets			
			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Number of qualified teachers aged 30 years and below entering the profession for the first time during the financial year.	Annual	8 000				8 000
A report on the number of qualified teachers aged 30 and below exiting the system during the past year.	Annual	A report on termination of qualified educators aged 30 and below				A report on termination of qualified educators aged 30 and below
Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education during the past year.	Annual	13 500				13 500

Reconciling performance targets with the Budget and MTEF Expenditure estimates

Sub-Programme	Audited Outcomes R'000				Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2010/11	2011/12	2012/13	2013/14		2014/15	2015/16	2016/17
Programme Management: Teacher, Education Human Resources and Institutional Development	3 110	3 013	2 486	1 436	1 850	1 951	2 076	
Education Human Resources Management	48 462	55 735	61 964	66 456	284 850	142 644	80 322	
Education Human Resources Development	444 324	489 275	759 762	914 942	969 450	1 014 216	1 068 198	
Curriculum and Professional Development Unit	-	-	3 745	8 847	12 097	12 673	13 390	
<b>Total</b>	<b>495 896</b>	<b>548 023</b>	<b>827 957</b>	<b>991 681</b>	<b>1 268 247</b>	<b>1 171 484</b>	<b>1 163 986</b>	
<b>Economic classification</b>								
<b>Current payments</b>	<b>61 301</b>	<b>87 866</b>	<b>136 111</b>	<b>84 699</b>	<b>94 555</b>	<b>99 673</b>	<b>105 924</b>	
Compensation of employees	46 598	51 653	48 826	63 475	72 521	76 586	81 641	
Goods and services of which:	14 703	36 213	87 285	21 224	22 034	23 087	24 283	
Communication (G&S)	379	415	320	456	446	472	501	
Consultant and special service: Business and advisory services	38	233	2 294	1 607	3 200	3 430	3 600	
Inventory: stationery and printing	899	4 308	8 443	1 603	1 337	1 379	1 455	
Travel and subsistence	9 364	21 505	26 663	14 407	14 091	14 905	16 024	
<b>Transfers and subsidies</b>	<b>434 254</b>	<b>459 968</b>	<b>691 578</b>	<b>906 573</b>	<b>1 173 141</b>	<b>1 071 308</b>	<b>1 057 536</b>	
Provinces and Municipalities	-	-	-	-	213 000	67 000	-	
Departmental agencies and accounts	425 000	449 440	671 912	893 867	947 499	991 084	1 043 611	

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2010/11	2011/12	2012/13		2014/15	2015/16	2016/17
<b>Foreign governments and international organisations</b>							
United National Education Scientific and Cultural Organisation	9 236	10 455	11 872	11 896	12 610	13 191	13 890
Non-profit institution	-	-	6 000	-	-	-	-
Households	-	73	1 772	780	-	-	-
<b>Payments for capital assets</b>	<b>341</b>	<b>189</b>	<b>268</b>	<b>409</b>	<b>551</b>	<b>503</b>	<b>526</b>
Machinery and equipment	341	189	268	409	551	503	526
<b>Payments for financial assets</b>	-	-	-	-	-	-	-
<b>Total</b>	<b>495 896</b>	<b>548 023</b>	<b>827 957</b>	<b>991 681</b>	<b>1 268 247</b>	<b>1 171 484</b>	<b>1 163 986</b>
<b>Current</b>	<b>425 000</b>	<b>449 400</b>	<b>671 912</b>	<b>893 867</b>	<b>947 499</b>	<b>991 084</b>	<b>1 043 611</b>
South African Council for Educators	1 000						
National Student Financial Aid Scheme	424 000	449 440	671 912	893 867	947 499	991 084	1 043 611
<b>Households</b>	-	73	1 172	780	-	-	-
<b>Social benefits</b>	-	73	1 172	780	-	-	-
<b>Current</b>	-	73	1 172	780	-	-	-

### Performance and expenditure trends: Programme 3

As a means of ensuring an adequate supply of qualified recruits to the education system, the department offers Funza Lushaka bursaries to prospective teachers. The bursaries are provided through the National Student Financial Aid Scheme, which is the main reason for increases in spending over the MTEF period. The scheme aims to address the shortage of teachers in specific areas, such as mathematics, science and technology. Spending on the bursary scheme, reflected in transfers and subsidies, increased from R425 million in 2010/11, when 10 074 bursaries were awarded, to R893.9 million in 2013/14, when 14 512 bursaries were awarded. This also accounts for the increase in spending in the *Education Human Resources Development* subprogramme over the same period. The Department expects to award a further 39 000 bursaries over the medium term at a cost of R2.9 billion.

In 2013/14, R41.2 million was used to conduct 7 494 school visits to monitor the implementation of the Integrated Quality Management System. Some of this was spent on travel and subsistence, which fluctuated between 2010/11 and 2011/12 due to a delay in the filling of vacancies before 2011/12. The balance was for compensation of employees.

This programme received additional funding of R280 million in the 2014 Budget for the implementation of the occupation specific dispensation for therapists in the education sector through a new conditional grant to provinces.

Expenditure on consultants is expected to increase over the medium term as consultants will be appointed to support the activities of the newly established *Curriculum Professional Development Unit* subprogramme, which is expected to expand over the period. Most of the 14 vacancies in the programme at the end of November 2013 were in this unit and will be filled by the end of 2013/14 and over the medium term, when the unit becomes fully operational. Due to slow spending and to give effect to Cabinet approved budget reductions, the programme's budget over the medium term has been reduced by R1.1 million, mainly from consultant and professional services in the *Curriculum and Professional Development Unit* subprogramme.



#### 4.4. PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT

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

**Sub-programmes:** 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.

**Strategic objectives:**

- Establish a world-class system of standardised national assessments.
- Strengthen school management and promote functional schools.
- Strengthen the capacity of district offices.
- Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority.
- Universalise Grade R

**Programme performance indicators and annual targets for 2014/2015 to 2016/2017**

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 directed towards quality improvements, assessments and physical and financial planning as captured in the *Action Plan to 2014: Towards the Realisation of Schooling 2025*. The programme contributes to the following sector goals:

**Action Plan Goals on Physical and Financial Planning**

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

Priorities in the 2014/2015 financial year will be to assess the extent of learner performance and achievement; to improve infrastructure provision in order to reduce large classes; to eliminate inappropriate structures; as well as to improve the monitoring and evaluation of provincial planning, budgeting and spending.

In order to gauge the extent of learner performance and achievement in the earlier grades, a system of standardised national assessments was set up in 2011. The diagnostic assessment system is intended to identify weaknesses and provide opportunities for learner improvement. The Department's Annual National Assessment and public examination system provides reliable and valid data on learner performance which will support the plans aimed at improving the quality of basic education. Approximately 6 997 602 learners in Grades 1 to 6 and Grade 9 wrote Annual National Assessment (ANA) tests during 2013.

The Department will continue to quality-assure the processes for implementing the National Senior Certificate (NSC) examinations through strengthened Umalusi involvement in certifying and approving the integrity of the examination processes. This programme focuses on smooth examination processes, high levels of security of the examination papers and international benchmarking of critical papers.

The rate of delivery of infrastructure has been hampered by structural problems common to all departments, especially those in the social sector. The Department is conscious of the serious challenges and backlogs regarding the delivery of proper and safe infrastructure to some of our schools. The Department will continue to support provincial education departments by strengthening capacity at district offices through improved infrastructure spending, as well as strengthening school management and promoting functional schools. Some of the achievements in 2013 were the release of the uniform norms and standards for the building of public ordinary schools and the one school per week programme under the ASIDI initiative. The provincial capacitating process continued in the 2013/2014 financial year, with a key objective of recruiting and appointing built environment and finance personnel to improve school infrastructure delivery in all provinces. The Department will assess infrastructure plans and ensure that there is continuous management and maintenance of the National Education Infrastructure Management System (NEIMS) database. Monitoring of infrastructure delivery in PEDs and the implementation of the regulations relating to the minimum uniform norms and standards for public ordinary schools will be undertaken as an oversight function of the DBE in 2014/2015. 421 schools will be provided with sanitation facilities, 843 schools will be provided with water and 618 schools will be electrified.

The year 2014 will see the building of new reporting universes (or interfaces) of the Business Intelligence System. The Learner Unit Record Information and Tracking System (LURITS) data will be used for monitoring and will inform future planning in the sector.

The Department will bolster partnerships with stakeholders by strengthening the Quality Learning and Teaching Campaign (QLTC) structures at local level, advocating the Triple T (Teachers, Time and Texts) campaign and mobilising communities to support education at the delivery point. The QLTC will further ensure stakeholder involvement under the auspices of the NEDLAC accord. Through the Planning and Delivery Oversight Unit, the Department will undertake a mentoring programme aimed at assisting principals, circuit and district managers in underperforming districts.

The Department will assist PEDs to ensure that there is effective monitoring of budgets and that provincial spending is aligned with their Annual Performance Plans and Strategic Plans. Amendments to the education norms and standards for school funding will be developed and monitoring of the effective implementation of these policies strengthened across all provinces. A concerted effort will be made to support and assist PEDs with the development of strategic plans and annual performance plans that are in line with the NDP and the Sector Plan. Ongoing support will be fostered through HEDCOM subcommittee collaborations. This oversight will translate into more effective support with respect to management of performance information. Spending will be monitored, especially on conditional grants.

Strategic objectives, Programme performance indicators and annual targets for 2014/15 to 2016/17

Strategic Objective	Programme Performance Indicator	Audited/Actual performance			Estimated performance 2013/14	Medium-term targets		
		2010/11	2011/12	2012/13		2014/15	2015/16	2016/17
4.4.1. Establish a world-class system of standardised national assessments.	Reliable and valid learner results on performance in Mathematics and Languages in Grades 1 to 9 provided.	-	-	Annual national report on learner performance in ANA	National assessment report on learner performance in ANA (disaggregated into 9 provinces and districts)	National ANA report	National ANA report	National ANA report
	Reliable and valid data on learner performance on the National Senior Certificate (Grade 12) provided.	-	-	A national technical report on learner performance in Grade 12 is released.	Four national exam reports on learner performance in Grade 12 are released: 1. Technical report; 2. Detailed schools statistics report; 3. Diagnostic report in selected subjects ; 4. Report on schools statistics indicating 3-year performance in selected subjects.	Technical report produced	Technical report produced	Technical report produced
4.4.2. Strengthen school management and promote functional schools.	Number of schools completed through ASIDI.				140	150	171	-
4.4.3. Universalise Grade R.	Percentage of Grade 1 learners who have received formal Grade R.	57%	83%	84.8%	87%	94%	95%	97%

Strategic Objective	Programme Performance Indicator	Audited/Actual performance			Estimated performance 2013/14	Medium-term targets		
		2010/11	2011/12	2012/13		2014/15	2015/16	2016/17
<b>4.4.4. Strengthen the capacity of district offices.</b>	Percentage of 7 to 15-year-olds attending education institutions.	97.7%	99%	98.4%	98.7%	99%	99%	99%
	Percentage of children who turned 9 in the previous year who are currently enrolled in Grade 4 (or a higher grade).	60%	61%	63%	64%	65%	65%	66%
	Percentage of children who turned 12 in the previous year who are currently enrolled in Grade 7 (or a higher grade).	47%	51%	50%	51%	52%	54%	55%
<b>4.4.5. Strengthen partnerships with stakeholders, resulting in education becoming a societal priority.</b>	Number of officials from districts that achieved less than 65% in the NSC participating in a mentoring programme.					30	24	18
	Reported cases to DBE on education delivery successfully managed through the Call Centre.				Quarterly reports indicating referrals and action on progress and analysing trends and patterns	Referral rate: 100% Resolution rate: 90%	Referral rate: 100% Resolution rate: 92%	Referral rate: 100% Resolution rate: 94%

## Quarterly targets for 2014/2015

Programme Performance Indicator	Reporting period	Annual target 2014/15	Quarterly targets			
			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Reliable and valid learner results on performance in Mathematics and Languages in Grades 1 to 9 provided.	Annual	National ANA report Diagnostic report			National ANA report Diagnostic report	
Reliable and valid data on learner performance on the National Senior Certificate (Grade 12) provided.	Annual	Technical report produced School statistics report produced Diagnostic report on selected subjects A schools statistics report indicating 3-year performance in selected subjects is produced.				Technical report produced School statistics report produced Diagnostic report on selected subjects A schools statistics report indicating 3-year performance in selected subjects is produced.
Number of schools completed through ASIDI.	Annual	150				150
Percentage of Grade 1 learners who have received formal Grade R.	Annual	94%				94%
Percentage of 7 to 15-year-olds attending education institutions.	Annual	99%				99%
Percentage of children who turned 9 in the previous year who are currently enrolled in Grade 4 (or a higher grade).	Annual	65%				65%
Percentage of children who turned 12 in the previous year who are currently enrolled in Grade 7 (or a higher grade).	Annual	52%				52%

Programme Performance Indicator	Reporting period	Annual target 2014/15	Quarterly targets			
			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Number of officials from districts that achieved less than 65% in the NSC participating in a mentoring programme.	Annual	30				30
Reported cases to DBE on education delivery successfully managed through the Call Centre.	Quarterly	Reports indicating trend, patterns, action taken and referrals	Referral rate: 100% Resolution rate: 90%	Referral rate: 100% Resolution rate: 90%	Referral rate: 100% Resolution rate: 90%	Referral rate: 100% Resolution rate: 90%

### Reconciling performance targets with the Budget and MTEF Expenditure estimates

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2010/11	2011/12	2012/13		2014/2015	2015/2016	2016/17
Programme Management: Planning Information and Assessment	240	788	2 254	2 433	2 481	2 615	2 784
Information Management Systems	32 483	38 224	34 980	31 620	39 344	41 329	43 754
Financial and Physical Planning	3 170 397	5 395 152	6 668 883	8 605 047	9 874 843	11 910 558	12 657 011
National Assessments and Public Examinations	109 189	123 094	159 820	292 808	397 103	416 157	438 990
National Education Evaluation and Development Unit	3 087	6 601	17 084	19 065	14 213	14 939	15 830
Planning and Delivery Oversight Unit	5 057	10 963	14 855	43 102	51 385	62 548	66 103
<b>Total</b>	<b>3 320 453</b>	<b>5 574 822</b>	<b>6 897 876</b>	<b>8 994 075</b>	<b>10 379 369</b>	<b>12 448 146</b>	<b>13 224 472</b>
<b>Economic Classification</b>							
<b>Current Payments</b>	<b>133 037</b>	<b>167 563</b>	<b>192 466</b>	<b>305 927</b>	<b>400 377</b>	<b>422 010</b>	<b>445 835</b>
Compensation of employees	66 440	71 611	86 449	102 642	110 683	116 890	124 603
Goods and Services of which:	66 597	95 952	106 017	203 285	289 694	305 120	321 232
Computer services	24 958	31 731	29 416	36 243	56 332	58 326	60 481
Consultants and professional services : business and advisory services	3 156	4 465	874	1 628	27 316	30 496	32 123
Inventory: stationery and printing	1 416	1 267	2 180	35 644	143 095	150 137	158 568
Travel and subsistence	18 954	40 484	50 092	53 726	48 439	50 360	53 113
<b>Transfers and subsidies</b>	<b>3 186 099</b>	<b>5 329 561</b>	<b>5 844 913</b>	<b>6 756 007</b>	<b>7 066 262</b>	<b>9 622 113</b>	<b>10 198 759</b>
Provinces and municipalities	3 162 774	5 311 091	5 802 390	6 643 267	6 928 908	9 469 408	10 037 961
Departmental agencies and accounts	23 265	18 391	42 330	97 662	107 354	112 705	118 678

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2010/11	2011/12	2012/13		2014/2015	2015/2016	2016/17
Households	60	79	193	78-	-	-	
Payments for capitals assets	<b>1 317</b>	<b>77 698</b>	<b>860 497</b>	<b>1 932 191</b>	<b>2 912 730</b>	<b>2 404 023</b>	<b>2 579 878</b>
Buildings and other fixed structures	-	76 084	859 628	1 931 091	2 911 303	2 402 587	2 578 311
Machinery and payments	385	1 614	869	1 050	1 427	1 436	1 567
Software and other intangible assets	932	-	-	-	-	-	-
Payment for financial assets	-	-	-	-	-	-	-
<b>Total</b>	<b>3 320 453</b>	<b>5 574 822</b>	<b>6 897 876</b>	<b>8 994 075</b>	<b>10 379 369</b>	<b>12 448 146</b>	<b>13 224 472</b>
Proportion of total programme expenditure to vote expenditure	38.3%	43.2%	50.2%	51.1%	54.4%	58.7%	

Umalusi Council for Quality Assurance and Further Education and Training.	17 350	18 391	42 330	97 662	107 354	112 705	118 678
Human Science Research Council	5 900	0	0	0	0	0	

#### Non-profit institutions

<b>Current</b>				<b>15 000</b>	<b>30 000</b>	<b>40 000</b>	<b>42 120</b>
National Initiative to improve learning outcomes	0	0	0	15 000	30 000	40 000	42 120

#### Provincial Revenue Funds

<b>Capital</b>	<b>3 162 774</b>	<b>5 311 091</b>	<b>5 802 390</b>	<b>6 643 267</b>	<b>6 928 908</b>	<b>9 469 408</b>	<b>10 037 961</b>
Education Infrastructure Grant	3 162 774	5 311 091	5 802 390	6 643 267	6 928 908	9 469 408	10 037 961



## Performance and expenditure trends: Programme 4

The spending focus over the medium term will be on the delivery of school infrastructure to meet the minimum basic school infrastructure norms and standards as laid out by government by 2016/17. The bulk of expenditure in this programme is therefore on the education infrastructure grant and school infrastructure backlogs grant in the *School Infrastructure* subprogramme. A significant amount is also spent in the *National Assessments and Public Examinations* subprogramme.

The spending in the rest of the programme is mainly on developing systems and procedures to support and maintain the integrated education management systems over the MTEF period through the *Financial Planning, Information and Management Systems* subprogramme. This is mainly reflected as expenditure on computer services, including the national education infrastructure information management system, which provides information on the status of school infrastructure across the country, and on reporting on the implementation of the education information policy in the basic education sector in the National Education Evaluation Unit (NEEDU) subprogramme.

The increased spending on travel and subsistence over the medium term is for the monitoring and oversight of the delivery of school infrastructure in the *School Infrastructure* subprogramme. Spending on this item also grew due to increased activity in the NEEDU subprogramme. A further 230 schools and 26 districts are set to be evaluated in 2014/15.

Expenditure on consultants increased between 2010/11 and 2013/14, due to technical assistance requirements for the management and implementation of the school infrastructure backlogs grant. Spending on consultants is expected to continue to increase over the MTEF period as the school infrastructure programme is expanded. At the end of November 2013, this programme had 182 funded posts, 171 of which were filled. The rest are used for moderators and examiners as required.

The subprogramme School Infrastructure uses funding from the school infrastructure backlogs grant to eradicate infrastructure backlogs by providing water, sanitation and electricity to schools that do not have these utilities and replacing school buildings constructed from inappropriate material, such as mud. The education infrastructure grant provides co-funding for the ongoing infrastructure programme in provinces to allow for the provision of current infrastructure requirements, which includes the maintenance of existing stock and new infrastructure where required. These two grants, together with contributions by provincial education departments, are to ensure that all schools will meet the national minimum uniform norms and standards for public school infrastructure by 2016/17. Through the school infrastructure backlogs grant, 40 new schools have been completed and handed over to communities in Eastern Cape and 20 schools are expected to be completed by March 2014, at an estimated cost of R1 billion for 2013/14. 100 more schools are planned for 2014/15. This subprogramme had a staff complement of 5 in 2013/14.

The bulk of the expenditure in the subprogramme goes toward schools infrastructure, which is why R7.9 billion has been allocated to the school infrastructure backlogs grant over the MTEF period. In addition, R26.4 billion over the medium term will be transferred to provinces through the education infrastructure grant. The school infrastructure backlogs grant aims to eradicate and replace inappropriate school infrastructure, such as mud school buildings and other unsafe structures. It also aims to ensure that all schools have basic services, such as water, sanitation and electricity. Over the medium term, these funds will be used to replace inappropriate infrastructure in 510 schools and provide water to 1 120 schools, sanitation to 741 schools and electricity to 916 schools across South Africa.

To give effect to Cabinet approved budget reductions, R1.2 billion over the medium term has been reduced from spending on the school infrastructure backlogs grant and R1.4 billion from the education infrastructure grant. The reductions to the school infrastructure grant align this allocation more closely with the ability of the sector to deliver school infrastructure and extend the deadline for addressing the school infrastructure backlog by one year, from 2015/16 to 2016/17. Despite these reductions, the education infrastructure grant continues to grow over the medium term at an average annual 14.8 per cent, thereby ensuring that school infrastructure delivery by provincial education departments remains a priority.

The subprogramme National Assessment and Public Examinations promotes and administers national school assessments in grades 1 to 6 and Grade 9, and public examinations in Grade 12, by setting and moderating all examination papers; moderates the Grade 12 life orientation school based assessment at provincial and national levels; monitors the examination writing processes in all provinces; and oversees the Annual National Assessments. Performance trends in all national examinations and assessments are published each year to provide reliable and valid data on learner performance that will support the improvement of the quality of basic education. More than 7 million learners in grades 1 to 6 and Grade 9 in 20 000 schools in South Africa wrote the annual national assessment tests to determine literacy and numeracy competency in 2013/14 at an estimated cost of R225 million. To validate school level marking, centralised moderation of a sample of 3 scripts per class and subject for grades 3, 6 and 9 in each school was conducted at 24 centres across all nine provinces. Learner performance in the ANA is used to inform the type and scale of interventions required to improve literacy and numeracy levels. In addition, 198 Grade 12 question papers were written at 6 699 examination centres by 707 136 full and part time learners in the 2013 national senior certificate examination, and school based assessments, including Grade 12 life orientation, were moderated at provincial level to determine the reliability of the assessments.

This subprogramme had a staff complement of 77 at the end of November 2013. The spending focus of this subprogramme is to set, print and moderate question papers for the national senior certificate, senior certificate examinations and the annual national assessments, 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 and will no longer require provincial departments to pay for the issuing of certificates. Staff members oversee the administration associated with the setting, printing and moderating of all the nationally set and examined question papers.

## 4.5. PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

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

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

### **Strategic objectives:**

- Strengthen school management and promote functional schools
- Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority.

### **Programme performance indicators and annual targets for 2014/2015 to 2016/2017**

The Programme: Educational Enrichment Services 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 well-being of learners 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, psychosocial support, sport and culture, as per the *Action Plan to 2014: Towards the Realisation of Schooling 2025*. The programme contributes to the following sector goal on learner well-being:

#### **Action Plan Goal on Learner Well-Being**

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

In the 2014/2015 financial year, the emphasis will be on working with provincial education departments and relevant stakeholders to ensure care and support for learners through the National School Nutrition Programme (NSNP) and the Integrated School Health Programme (ISHP) in partnership with the Department of Health (DOH). The Department will monitor the implementation of the national strategy for the prevention and management of alcohol and drug use in schools and support the implementation of the Integrated Strategy on HIV, STIs and TB in the provinces. These programmes strengthen school management and promote functional schools. The programme will also work with relevant government departments to improve the school sport league system, cultural activities and also promote social cohesion. The development of the Psychosocial Support Strategy will contribute to the overall well-being of learners and teachers in schools.

Regular reports on the effectiveness of existing school safety initiatives will assist the Department to put in place appropriate responses in critical areas. The programme continues to work with the SAPS and Sport and Recreation South Africa and to strengthen partnerships with all stakeholders. This programme will also monitor and support social cohesion strategies, gender equity programmes and strengthening national identity among learners.

The Department will work towards the finalisation of the National Partnership Framework and the National Action Plan to combat racism and all forms of discrimination. The Girls and Boys Education Movement (GEM/BEM) clubs and teachers will be equipped with skills to address gender inequalities and gender-based violence in schools. In 2014 the Department will host the Annual National Nkosi Albert Luthuli Oral History and the South African Schools Choral Eisteddfod (SASCE) Competitions. Workshops will be held to train adjudicators and conductors in preparation for the 2014 SASCE. The Department will also encourage learners to actively engage in enrichment activities and to enhance their personal well-being. The hosting of the SA School League Championship will receive the full support of the Department of Basic Education.

**Strategic objectives, Programme performance indicators and annual targets for 2014/15 to 2016/17**

Strategic Objective	Programme Performance Indicator	Audited/Actual performance			Estimated performance 2013/14	Medium-term targets		
		2010/11	2011/12	2012/13		2014/15	2015/16	2016/17
<b>4.5.1. Strengthen school management and promote functional schools.</b>	Number of schools that provide learners with nutritious meals.					19 800	19 800	19 800
<b>4.5.2. Strengthen partnerships with all stakeholders, resulting in education becoming a societal priority.</b>	Number of learners participating in DBE organised activities on citizenship, rights and responsibilities and constitutional values.				2 000	2 500	3 000	3 500

**Quarterly targets for 2014/2015**

Programme Performance Indicator	Reporting period	Annual target 2014/15	Quarterly targets			
			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Number of schools that provide learners with nutritious meals.	Quarterly	19 800	19 800	19 800	19 800	19 800
Number of learners participating in DBE organised activities on citizenship, rights and responsibilities and constitutional values.	Annual	2 500				2 500

Reconciling performance targets with the Budget and MTEF Expenditure estimates

Sub-Programme	Audited Outcomes R'000			Adjusted appropriation R'000	Medium-term expenditure estimate R'000		
	2010/11	2011/12	2012/13		2014/15	2015/16	2016/17
Programme Management: Educational Enrichment Services	3 530	3 525	3 023	2 945	2 675	2 822	3 003
Partnerships in Education	15 024	19 855	17 579	22 216	21 938	23 087	24 505
Care and Support in Schools	3 867 819	4 785 790	5 130 100	5 409 248	5 705 542	5 953 880	6 269 702
<b>Total</b>	<b>3 886 373</b>	<b>4 809 170</b>	<b>5 150 702</b>	<b>5 434 409</b>	<b>5 730 155</b>	<b>5 979 789</b>	<b>6 297 210</b>
<b>Economic classification</b>							
<b>Current payments</b>	<b>34 273</b>	<b>38 998</b>	<b>41 230</b>	<b>47 531</b>	<b>46 848</b>	<b>49 385</b>	<b>52 476</b>
Compensation of employees	24 009	27 180	26 671	33 097	33 181	35 041	37 354
Goods and services of which:	10 264	11 818	14 599	14 434	13 667	14 344	15 122
Assets less than the capitalisation threshold	627	63	20	836	1 177	1 126	1 223
Agency and support / outsourced services	352	730	2 248	388	1 130	1 180	1 240
Inventory: stationery and printing	1 083	1 233	4 200	3 396	2 012	2 096	1 995
Travel and subsistence	4 026	6 694	6 320	6 042	5 568	6 004	6 490
<b>Transfers and subsidies</b>	<b>3 851 428</b>	<b>4 769 865</b>	<b>5 109 503</b>	<b>5 386 646</b>	<b>5 683 030</b>	<b>5 930 133</b>	<b>6 244 430</b>
Provinces and municipalities	3 851 371	4 768 219	5 109 141	5 386 588	5 682 977	5 930 078	6 244 372
Departmental agencies and accounts	7	-	-	-	-	-	-
Non-profit institutions	50	50	50	50	53	55	58
Payment for capital assets	<b>672</b>	<b>307</b>	<b>169</b>	<b>232</b>	<b>277</b>	<b>271</b>	<b>304</b>
Machinery and payments	646	307	169	232	277	271	304
Software and other intangibles assets	26	-	-	-	-	-	-
Payments for financial assets	-	-	-	-	-	-	-
<b>Total</b>	<b>3 886 373</b>	<b>4 809 170</b>	<b>5 150 702</b>	<b>5 434 409</b>	<b>5 730 155</b>	<b>5 979 789</b>	<b>6 297 210</b>

Sub-Programme	Audited Outcomes R'000		Adjusted appropriation R'000	Medium-term expenditure estimate R'000				
	2010/11	2011/12		2012/13	2014/15	2015/16	2016/17	
<b>Proportion of total programme</b>								
expenditure to vote expenditure	45%	37.3%	34.6%	29.1%	27.3%	27.3%		27.3%
<b>Details of selected transfers and subsidies</b>								
<b>Provinces and Municipalities</b>								
<b>Provinces</b>								
<b>Provincial Revenue Funds</b>								
<b>Transfers</b>	<b>3 851 371</b>	<b>4 768 219</b>	<b>5 109 141</b>	<b>5 682 977</b>	<b>5 930 078</b>	<b>6 244 430</b>		
National School Nutrition Programme	3 663 326	4 578 752	4 906 464	5 461 915	5 703 715	6 006 012		
HIV and AIDS (life skills education) Grant	188 045	189 467	202 677	221 062	226 363	238 360		
<b>Capital</b>								
<b>Households</b>								
<b>Social benefits</b>								
<b>Current</b>	<b>0</b>	<b>1 646</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>
Employee social benefits	0	1 646	0	0	0	0		0

## Performance and expenditure trends: Programme 5

The spending focus over the medium term is to enrich the educational experience of learners and teachers. The bulk of the department's contribution here is through conditional grant transfers to provinces, with the national school nutrition programme in the Care and Support in Schools subprogramme being the key initiative aimed at improving access and learning. The nutrition programme received an increase in allocations between 2010/11 and 2013/14 to expand the national school nutrition programme to include all primary and secondary learners in quintiles 1 to 3.

In 2013/14, 8.7 million learners were fed on school days at a cost of R5.2 billion. This is a decrease from the 9.2 million learners fed in 2012/13, and is due to the additional learners being fed by provincial departments from their own budgets. To ensure that the level and quality of feeding is sustained in line with government's overall anti-poverty strategy, this grant continues to dominate programme expenditure over the medium term, with allocations increasing from R5.2 billion in 2013/14 to R6.0 billion in 2016/17.

To give effect to Cabinet approved budget reductions, the department will reduce spending in this programme by R3.2 million over the medium term on the administration portion of the national school nutrition programme grant. These reductions are to be mainly effected in spending on travel and subsistence through implementing efficiency measures such as reducing the size of teams that travel overnight and ensuring that teams share vehicles.

At the end of November 2013, the directorate had a funded establishment of 68 posts, for personnel to provide oversight and support for the implementation of the national school nutrition programme conditional grant. 6 positions were vacant, mainly due to natural attrition. The Department expects to have filled these vacancies by the end of 2013/14.



## PART C: LINKS TO OTHER PLANS

*Action Plan to 2014: Towards the Realisation of Schooling 2025*, which was released in 2010, and the sectoral Basic Education Delivery Agreement for Outcome 1: *Improved quality of basic education*, became the strategic drivers of all sector activities, based on credible research, evidence and consultation. The focus on a credible diagnosis of priorities has enabled us to introduce interventions which have started to yield results. Our engagement and interaction with the National Planning Commission in the development of the *National Development Plan 2030*, along with our partners in the sector, has ensured that sectoral planning is coherent. Together with our Strategic Plan 2011 – 2014, this Annual Performance Plan indicates how we will take the basic education mandate forward in 2014.

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

#### 5.1. ACCELERATED SCHOOLS INFRASTRUCTURE DELIVERY INITIATIVE (ASIDI)

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

A four-pronged strategy was established for rolling out ASIDI. The first two elements involve an engagement with provincial education departments to explore how targets might be reprioritised from provincial allocations to more effectively address the 3 627 schools that need to be brought to basic safety functionality levels, and the replacement of all inappropriate school structures. The third and fourth elements of ASIDI aim to replace all mud schools situated in the Eastern Cape through an additional conditional grant. The Presidential Infrastructure Coordinating Commission (PICC) introduced in 2012 provided an opportunity to accelerate the eradication of backlogs at school level in a comprehensive way through the Strategic Integrated Project (SIP) 13, which was launched on 10 December 2012.

#### 5.2. CONDITIONAL GRANTS

##### 5.2.1. 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 National School Nutrition Programme (NSNP) is a government programme for poverty alleviation, specifically initiated to uphold the rights of children to basic food and education. The Conditional Grant Framework enables the Department of Basic Education 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.

### 5.2.2. 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/AIDS 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 or abuse.</li> <li>To reduce the vulnerability of children to HIV/AIDS, TB and Sexually Transmitted Infections (STIs), with a particular focus on orphaned and vulnerable children.</li> </ul>
<b>Performance indicators</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 and AIDS and TB programmes in schools by reviewing current interventions and developing a new integrated and comprehensive programme over the MTEF period.

### 5.2.3. Technical Secondary Schools Recapitalisation Grant

<b>Purpose</b>	To recapitalise technical schools to improve their capacity to contribute to skills development and training in the country.
<b>Performance indicator</b>	Functional institutions and effective programmes that contribute to skills development.
<b>Continuation</b>	The grant will end in the 2016/2017 financial year.
<b>Motivation</b>	The grant will gradually deliver services to improve schools over the three-year period. After the 2016/2017 financial year, the maintenance, repair and upkeep of the facilities, machines, tools and equipment will be the function of the provincial education departments.

### 5.2.4. Dinaledi Schools 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>	Learner performance in Mathematics and Physical Science improves.
<b>Continuation</b>	Ongoing.
<b>Motivation</b>	The grant is set to achieve incremental targets/outputs over a period of three years, hence the continuation.

### 5.2.5. Education Infrastructure Conditional Grant to Provinces

<b>Purpose</b>	To accelerate construction, maintenance, upgrading and rehabilitation of new and existing infrastructure in education, address schools affected by disasters 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.

### 5.2.6. 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 of 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 in ASIDI are implemented over multiple years.
<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.

### 5.2.7. Occupation Specific Dispensation for education therapists, counsellors and psychologists

<b>Purpose</b>	To establish parity in remuneration in compliance with ELRC Collective Agreement 1 of 2012. To augment the baseline compensation budget of the PEDs to enable them to comply with ELRC Collective Agreement 1 of 2012.
<b>Performance indicator</b>	To ensure that provinces meet the payment obligations over a two-year period for educators covered by ELRC Collective Agreement 1 of 2012.
<b>Continuation</b>	Two financial years, namely 2014/2015 and 2015/2016.
<b>Motivation</b>	The grant has been awarded to meet the financial obligation to reach parity in terms of contracts of employment (CoE) for qualifying educators covered by ELRC Collective Agreement 1 of 2012.

### 5.3. PUBLIC ENTITIES

Name of public entity	Mandate	Outputs	Current annual budget (R'000)
<b>Education Labour Relations Council (ELRC)</b>	To strive towards continuous maintenance and promotion of labour peace and contribute to the transformation and development of a quality South African Public Education Sector.	<ul style="list-style-type: none"> <li>• Perform dispute resolution functions.</li> <li>• Conclude and enforce collective agreements.</li> <li>• Conclude, supervise, enforce and administer agreements.</li> </ul>	R 57 975
<b>South African Council of Educators (SACE)</b>	To regulate, protect and promote the teaching profession.	<ul style="list-style-type: none"> <li>• Register professionally qualified educators.</li> <li>• Develop the profession and promote standards of professional ethics.</li> </ul>	R 60 700
<b>Umalusi</b>	The Council is the quality council for general and further education and training as contemplated in the National Qualifications Framework Act and has the functions contemplated in section 28 of that Act.	<ul style="list-style-type: none"> <li>• Promote quality and internationally comparative standards in GFET.</li> <li>• Maintain and improve educational standards through the development and evaluation of qualifications and curriculum.</li> <li>• Quality assurance of assessment, and provision of education, training and assessment.</li> <li>• Continually develop in-depth knowledge and expertise in mandated areas through rigorous research.</li> <li>• Report on the quality of education and training within the mandate.</li> <li>• Issue appropriate and credible certificates of learner achievement in terms of specific qualifications and subjects on the General Education and Training (GET) and Further Education and Training (FET) Framework of Qualifications.</li> <li>• Provide reliable and credible leadership and guidance in standard setting and quality assurance.</li> </ul>	R 127 328

### 5.4. PUBLIC-PRIVATE PARTNERSHIPS

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

### 6. UPDATES IN THE DEPARTMENT OF BASIC EDUCATION STRATEGIC PLAN, 2011 TO 2014

Strategic objectives remain as in the Strategic Plan, 2011 – 2014, but amendments are to other aspects of the strategic objectives. The information in the following tables was revised in 2012/2013 and the current Annual Performance Plan as follows:

#### 6.1 REVISIONS IN PROGRAMME 1: ADMINISTRATION

<b>Strategic Objective 1.1</b>	Improve the capacity of the Department of Basic Education (development).
<b>Objective statement</b>	To ensure the provision of suitable human resource capacity to support a high performing organisation.
<b>Baseline</b>	A comprehensive human resource plan is in place.
<b>Justification</b>	To build the required capacity in the Department in order to support the objectives of the Department.
<b>Links</b>	This objective links with the national HRD strategy, the National Development Plan and the New Growth Path.

<b>Strategic Objective 1.2</b>	Strengthen partnerships with all stakeholders, resulting in education becoming a national priority.
<b>Objective statement</b>	To ensure that the basic education sector and the country benefit from targeted support to education development.
<b>Baseline</b>	A number of cooperation agreements are available and operational.
<b>Justification</b>	Donor and development support and partnerships are critical to improving our capacity to deliver quality basic education.
<b>Links</b>	This is critical for improving the overall quality of teaching and learning and improving the quality of basic education across the country.

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

## 6.2 REVISIONS IN PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

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

<b>Strategic Objective 2.2</b>	Improve teacher capacity and practices (curriculum).
<b>Objective statement</b>	To bring about stability and coherence with respect to the national school curriculum.
<b>Baseline</b>	The Curriculum Assessment Policy Statements (CAPS) were implemented from 2012 in Foundation Phase and Grade 10, 2013 in Intermediate Phase and Grade 11 and 2014 in Senior Phase and Grade 12.
<b>Justification</b>	Curriculum stability and coherence are vital as a basis for qualitative improvements in schools, after years of curriculum uncertainty.
<b>Links</b>	Intensive collaboration with teacher training institutions and materials developers is necessary for the curriculum reforms to be successfully implemented.

<b>Strategic Objective 2.3</b>	Improve teacher capacity and practices (FET).
<b>Objective statement</b>	To pay special attention to improvements in Mathematics, Physical Science and technical subjects.
<b>Baseline</b>	The number of Grade 12 learners passing Mathematics in 2010: 136 000. The number of Grade 12 learners passing Physical Science in 2010: 130 000. Baseline on technical subjects to be updated.
<b>Justification</b>	Competence in these subjects is vital for economic development.
<b>Links</b>	The Department of Basic Education and the Department of Higher Education and Training have a shared responsibility.

## 7. TECHNICAL INDICATOR DESCRIPTIONS

### PROGRAMME 1: ADMINISTRATION

Indicator details	Number of officials participating in staff development activities.
<b>Short definition</b>	Total number of DBE officials participating in development activities expressed as a number of DBE employees in a financial year.
<b>Purpose/Importance</b>	To increase the capacity of the DBE officials to perform their duties.
<b>Source/Collection of data</b>	Attendance registers for development activities from DBE HR Manager reports
<b>Method of calculation</b>	Total number of officials participating in staff development activities
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Count
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	No
<b>Desired performance</b>	All employees who require upgrading of their skills are enrolled in staff development activities.
<b>Indicator responsibility</b>	Branch A (Training and Social Responsibility Directorate)

Indicator details	Number of internships implemented for unemployed graduates in the Department.
<b>Short definition</b>	Number of graduates employed as interns in the Department in the current financial year. An internship may be defined as a career-specific work experience that one undertakes during or after one's studies in order to gain the practical experience required to operate and make a positive contribution with respect to the career path one eventually pursues.
<b>Purpose/Importance</b>	To measure the implementation of the internship programme in the Department.
<b>Source/Collection of data</b>	Database of interns from the Training and Social Responsibility Directorate
<b>Method of calculation</b>	Count
<b>Data limitations</b>	Data inconsistencies due to termination of internship if a graduate intern gained permanent employment outside the Department.
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	No
<b>Desired performance</b>	DBE creates spaces and useful opportunities for graduate interns to gain technical and administrative skills.
<b>Indicator responsibility</b>	Branch A (Training and Social Responsibility Directorate)

<b>Indicator details</b>	<b>A report highlighting South Africa's role and participation in multilateral bodies and international organisations in support of the development of the education system is produced.</b>
<b>Short definition</b>	Participation in international events and fora relating to educational development and reform
<b>Purpose/Importance</b>	To measure the participation of the Department and government in international multilateral events and fora relating to educational activities.
<b>Source/Collection of data</b>	Register of participation in multilateral bodies and international organisations' events from the International Relations Directorate
<b>Method of calculation</b>	An approved report on the South African participation in international multilateral events
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	None
<b>Reporting cycle</b>	Bi-annually
<b>New indicator</b>	No
<b>Desired performance</b>	Department positively participates in and reports on the international and multilateral events and fora relating to educational development and reform as a signatory of cooperation agreements.
<b>Indicator responsibility</b>	Branch R

<b>Indicator details</b>	<b>Signed financial disclosure forms for all DBE SMS members submitted by 31 May 2014.</b>
<b>Short definition</b>	Total number of Senior Management Service officials who have signed financial disclosures forms and submitted them to the Human Resource Manager before 31 May 2014.
<b>Purpose/Importance</b>	To measure SMS compliance with financial disclosure.
<b>Source/Collection of data</b>	List of SMS members who submitted their financial disclosure forms to DBE's HR Manager.
<b>Method of calculation</b>	Count
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually (1 <sup>st</sup> Quarter)
<b>New indicator</b>	No
<b>Desired performance</b>	All SMS members submit signed financial disclosure forms.
<b>Indicator responsibility</b>	Branch A



<b>Indicator details</b>	<b>Signed performance agreements by all DBE SMS members by 31 May 2014.</b>
<b>Short definition</b>	Total number of Senior Management Service officials who have signed performance agreements by 31 May 2014 expressed as a number of total SMS members in the Department.
<b>Purpose/Importance</b>	To measure compliance with HR policies of SMS members.
<b>Source/Collection of data</b>	Signed performance agreements
<b>Method of calculation</b>	Count
<b>Data limitations</b>	None
<b>Type of indicator</b>	Process
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	Yes
<b>Desired performance</b>	All SMS members sign performance agreements.
<b>Indicator responsibility</b>	Branch A

<b>Indicator details</b>	<b>Management Performance Assessment Tool (MPAT) process is facilitated and report developed on time.</b>
<b>Short definition</b>	MPAT is a performance evaluation system that assesses management systems of all government departments. Self-assessment must be done and scores submitted to DPME at stipulated times.
<b>Purpose/Importance</b>	To evaluate and assess management systems of the Department of Basic Education.
<b>Source/Collection of data</b>	An approved MPAT reporting tool with scores from the Strategic Planning Directorate.
<b>Method of calculation</b>	None
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	No
<b>Desired performance</b>	The Department undertakes MPAT assessment annually and produces improvement plans.
<b>Indicator responsibility</b>	Branch R

Indicator details	Number of audit reports signed off.
<b>Short definition</b>	The audit reports are formal opinions issued by Internal Audit as a result of an internal audit or evaluation performed on a legal entity or a subdivision thereof.
<b>Purpose/Importance</b>	The Department makes decisions based on the results of the audit in terms of improving performance.
<b>Source/Collection of data</b>	Signed audit reports
<b>Method of calculation</b>	Count
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Quarterly
<b>New indicator</b>	Yes
<b>Desired performance</b>	All planned audits completed and reports signed off.
<b>Indicator responsibility</b>	Internal Audit Directorate

## PROGRAMME 2: CURRICULUM POLICY, SUPPORT AND MONITORING

Indicator details	Number of interactive workbooks developed.
<b>Short definition</b>	<p>Interactive workbooks are electronic versions of the workbook that permits the user to interact with and customise learning. Such workbooks may be used on computers and other communicative devices, and may be internet based. The following workbooks will be developed:</p> <p>Grade 1: Mathematics in English Book 1 (Terms 1 &amp; 2),            Grade 1: Mathematics in English Book 2 (Terms 3 &amp; 4),            Grade 1: English First Additional Language Book 2 (Terms 3 &amp; 4),            Grade 2: Mathematics in English Book 1 (Terms 1 &amp; 2),            Grade 2: Mathematics in English Book 2 (Terms 3 &amp; 4),            Grade 2: English First Additional Language Book 2 (Terms 3 &amp; 4),            Grade 3: English First Additional Language Book 2 (Terms 3 &amp; 4),            Grade 3: Mathematics in English Book 2 (Terms 3 &amp; 4),            Grade 4 English First Additional Language Book 1 (Terms 1 &amp; 2) and            Grade 4 English First Additional Language Book 1 (Terms 3 &amp; 4)</p>
<b>Purpose/Importance</b>	This measure increases access to learner and teacher support material.
<b>Source/Collection of data</b>	Copies of the interactive workbooks
<b>Method of calculation</b>	Count
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Annual (4 <sup>th</sup> Quarter)
<b>New indicator</b>	Yes
<b>Desired performance</b>	Interactive workbooks developed for Mathematics, Home Language and First Additional Languages in Grades R to 9.
<b>Indicator responsibility</b>	Branch C

<b>Indicator details</b>	<b>Percentage of learners who obtain a National Senior Certificate.</b>
<b>Short definition</b>	Number of Grade 12 candidates who achieved the National Senior Certificate expressed as a percentage of all National Senior Certificate candidates who wrote NSC examinations.
<b>Purpose/Importance</b>	To measure the number of candidates exiting the schooling system with a NSC certificate that allows them to enrol in colleges and higher education institutions or to enter the labour market.
<b>Source/Collection of data</b>	NSC database
<b>Method of calculation</b>	The number of Grade 12 candidates who achieved a National Senior Certificate in the NSC examinations divided by the number of Grade 12 candidates who wrote the NSC examinations.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	No
<b>Desired performance</b>	75% of candidates receive the NSC certificate.
<b>Indicator responsibility</b>	Branch C

<b>Indicator details</b>	<b>Percentage Grade R workbooks developed, printed and delivered to learners in public primary schools</b>
<b>Short definition</b>	Total number of Grade R workbooks developed and printed and delivered to learners in public ordinary schools in a given year.
<b>Purpose/Importance</b>	This measure shows access to learning and teaching support material at public ordinary schools.
<b>Source/Collection of data</b>	Approved copies of Workbooks/ proof of deliveries
<b>Method of calculation</b>	Total number of Grade R Workbooks delivered divided by the total ordered
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All learners in public Grade R to have access to workbooks in correct language and Grade.
<b>Indicator responsibility</b>	Branch C

Indicator details	Percentage of Grade 9 Mathematics workbooks developed, printed and delivered to learners in public schools
<b>Short definition</b>	Total number of Grade 9 Mathematics workbooks developed and printed and delivered to learners in public ordinary schools in a given year.
<b>Purpose/Importance</b>	This measure shows access to learning and teaching support material at public ordinary schools.
<b>Source/Collection of data</b>	Approved copies of Workbooks/ proof of deliveries
<b>Method of calculation</b>	Total number of Grade 9 Mathematics Workbooks delivered divided by the total ordered
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All learners in public Grades 1-9 to have access to Mathematics/Numeracy Workbooks in correct language and Grade.
<b>Indicator responsibility</b>	Branch C

Indicator details	Number of learners completing the Kha Ri Gude programme per year.
<b>Short definition</b>	Total number of enrolled learners completing the Kha Ri Gude literacy programme in 2014.
<b>Purpose/Importance</b>	To measure the annual completion rate of learners in the Kha Ri Gude programme.
<b>Source/Collection of data</b>	Kha Ri Gude programme graduation registers
<b>Method of calculation</b>	Count
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	No
<b>Desired performance</b>	High number of enrolled learners in programmes completing the Kha Ri Gude programme.
<b>Indicator responsibility</b>	Branch C (Kha Ri Gude Literacy Programme Manager)

## PROGRAMME 3: TEACHERS, EDUCATION HUMAN RESOURCES AND INSTITUTIONAL DEVELOPMENT

Indicator details	Number of qualified teachers aged 30 years and below entering the profession for the first time.
<b>Short definition</b>	A qualified teacher is a person who is in possession of an approved and recognised professional teaching qualification for employment in public education. This includes a four-year degree in education or teaching diploma with advanced certificate in education.
<b>Purpose/Importance</b>	This measure focuses on addressing teacher attrition and attracting young people to take up teaching as a profession.
<b>Source/Collection of data</b>	PERSAL
<b>Method of calculation</b>	Count
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	Increased number of teachers aged 30 and below entering the teaching profession.
<b>Indicator responsibility</b>	Branch T

Indicator details	A report on the number of qualified teachers aged 30 and below exiting the system during the past year.
<b>Short definition</b>	Teachers exiting the system include teachers leaving for various reasons, such as ill health, finding employment elsewhere, teacher mortality and resignation.
<b>Purpose/Importance</b>	This indicator measures teacher attrition.
<b>Source/Collection of data</b>	PERSAL
<b>Method of calculation</b>	None
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	Fewer teachers aged 30 years and below leave the teaching profession.
<b>Indicator responsibility</b>	Branch T

<b>Indicator details</b>	<b>Number of Funza Lushaka bursaries awarded to students enrolled for initial teacher education during the past year.</b>
<b>Short definition</b>	Number of Funza Lushaka bursaries awarded per year to students enrolled for initial teacher education at the higher education institutions.
<b>Purpose/Importance</b>	To determine the annual beneficiaries of the Funza Lushaka Bursary programme.
<b>Source/Collection of data</b>	Database of beneficiaries of the Funza Lushaka Programme from the Initial Teacher Education Directorate.
<b>Method of calculation</b>	Counting the number of students benefiting from the Funza Lushaka Bursary Scheme.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	No
<b>Desired performance</b>	All students benefiting from the Funza Lushaka Bursary Scheme are placed at public schools upon completion of studies.
<b>Indicator responsibility</b>	Branch T

#### **PROGRAMME 4: PLANNING, INFORMATION AND ASSESSMENT**

<b>Indicator details</b>	<b>Reliable and valid learner results provided on performance in Mathematics and Languages in Grades 1 to 9.</b>
<b>Short definition</b>	Collecting learner performance data in the ANA examinations that is accurate and that will assist in identifying areas for improvement of learning and performance.
<b>Purpose/Importance</b>	To support the improvement of the quality of learning and teaching.
<b>Source/Collection of data</b>	Approved ANA learner performance dataset
<b>Method of calculation</b>	Approved two ANA reports (count)
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	Yes
<b>Desired performance</b>	Maintenance of a valid and credible ANA database.
<b>Indicator responsibility</b>	Branch P

<b>Indicator details</b>	<b>Reliable and valid data on learner performance in the National Senior Certificate (Grade 12) provided.</b>
<b>Short definition</b>	Collecting learner performance data in the NSC examinations that is accurate and will assist in identifying areas for improvement of learning and performance.
<b>Purpose/Importance</b>	To support the improvement of the quality of learning and teaching.
<b>Source/Collection of data</b>	Approved report on NSC learner performance
<b>Method of calculation</b>	Four approved NSC reports (count)
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	None
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	Yes
<b>Desired performance</b>	Maintenance of a valid and credible NSC database.
<b>Indicator responsibility</b>	Branch P

<b>Indicator details</b>	<b>Number of schools completed through ASIDI.</b>
Short definition	ASIDI is an ongoing programme to implement basic safety norms and standards in school infrastructure. ASIDI is funded from the Schools Infrastructure Backlog Grant (SIBG).
Purpose/Importance	This indicator measures the eradication of mud schools and inappropriate school structures in the schooling system.
Source/Collection of data	ASIDI Programme database
Method of calculation	Count all completed schools issued with completion certificates.
Data limitations	None
Type of indicator	Output
Calculation type	Non-cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All schools with inappropriate structures replaced.
Indicator responsibility	Branch P

Indicator details	Percentage of Grades 1 learners who have received formal Grade R .
<b>Short definition</b>	Number of Grade 1 learners who have attended Grade R expressed as a percentage of the total number of new learners enrolled in Grade 1.
<b>Purpose/Importance</b>	To measure the preparedness of learners entering school for the first time in Grade 1 through exposure to ECD programmes.
<b>Source/Collection of data</b>	Annual School Survey (ASS), EMIS Directorate, or General Household Survey.
<b>Method of calculation</b>	Number of learners entering Grade 1 who have attended Grade R expressed as a percentage of the total number of new learners enrolled in Grade 1 (new enrollees exclude learners who are repeating Grade 1).
<b>Data limitations</b>	Access to ECD programme may not necessarily mean that children are well prepared for schooling as the quality of ECD programmes varies.
<b>Type of indicator</b>	Input
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	No
<b>Desired performance</b>	All learners entering Grade 1 have attended ECD programmes or Grade R.
<b>Indicator responsibility</b>	Branch P (EMIS Directorate)

Indicator details	Percentage of 7 to 15-year-olds attending education institutions.
<b>Short definition</b>	Number of learners of compulsory school-going age, i.e. 7 to 15-year-olds, who are attending educational institutions, expressed as a percentage of the 7 to 15-year-old population.
<b>Purpose/Importance</b>	To measure the attendance of children of compulsory schooling age at educational institutions.
<b>Source/Collection of data</b>	General Household Survey (GHS)
<b>Method of calculation</b>	Number of 7 to 15-year-olds attending educational institutions divided by the total population of 7 to 15-year-olds and multiplied by 100.
<b>Data limitations</b>	Availability of GHS dataset from Stats SA and one year delay of data released by Stats SA.
<b>Type of indicator</b>	Input
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	No
<b>Desired performance</b>	All children aged 7 to 15 years attend an educational institution.
<b>Indicator responsibility</b>	Branch P



<b>Indicator details</b>	<b>Percentage of children who turned 9 in the previous year who are currently enrolled in Grade 4 (or a higher grade).</b>
<b>Short definition</b>	Number of learners who turned 9 in the previous year is equivalent to the 10 years is learners in the current year. This is used to work-out this indicator as result lack of credible data on the date of birth. Furthermore, the appropriate age for Grade 4 is children aged 10 years.
<b>Purpose/Importance</b>	To measure learner grade appropriateness.
<b>Source/Collection of data</b>	General Household Survey
<b>Method of calculation</b>	Number of 10-year-old learners in Grade 4 and higher in a given year expressed as a percentage of the total population of 10-year-old learners attending educational institutions.
<b>Data limitations</b>	Inaccurate date of birth information and one year delay of data released by Stats SA.
<b>Type of indicator</b>	Input
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	No
<b>Desired performance</b>	A high percentage of learners who are of appropriate age in the relevant grades.
<b>Indicator responsibility</b>	Branch P

<b>Indicator details</b>	<b>Percentage of children who turned 12 in the previous year who are currently enrolled in Grade 7 (or a higher grade).</b>
<b>Short definition</b>	Number of learners who turned 12 in the previous year is equivalent to the 13 year old learners in the current year. This is used to work-out this indicator as result lack of credible data on the date of birth. Furthermore, the appropriate age for Grade 7 is children aged 13 years.
<b>Purpose/Importance</b>	To measure learner grade appropriateness.
<b>Source/Collection of data</b>	General Household Survey
<b>Method of calculation</b>	Number of 13-year-old learners in Grade 7 and higher in a given year expressed as a percentage of the total population of 13-year-olds attending educational institutions.
<b>Data limitations</b>	Inaccurate date of birth information and one year delay of data released by Stats SA.
<b>Type of indicator</b>	Input
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	No
<b>Desired performance</b>	To have a high percentage of learners who are of appropriate age in the relevant grades.
<b>Indicator responsibility</b>	Branch P

<b>Indicator details</b>	<b>Number of officials from districts that achieved less than 65% in the NSC examinations participating in the mentoring programme.</b>
<b>Short definition</b>	Mentoring programme seeks to enable district and circuit managers to develop the skills, knowledge and values needed to lead and manage schools effectively and to contribute to improving the delivery of education across the school system.
<b>Purpose/Importance</b>	This indicator focuses on the support provided to underperforming districts and circuits.
<b>Source/Collection of data</b>	Register of district and circuit managers under national mentoring programme.
<b>Method of calculation</b>	None
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	All district and circuit managers in underperforming districts register for the national mentoring programme.
<b>Indicator responsibility</b>	Branch T

<b>Indicator details</b>	<b>Reported cases of education delivery successfully managed through the DBE Call Centre.</b>
<b>Short definition</b>	Number of cases reported, referred and resolved by the DBE Call Centre expressed as a total number of education delivery cases received by the DBE Call Centre.
<b>Purpose/Importance</b>	To measure the efficiency of the Call Centre.
<b>Source/Collection of data</b>	DBE Call Centre
<b>Method of calculation</b>	Count the number of education delivery cases reported and successfully resolved by the DBE Call Centre in relation to the total number of cases received in a year.
<b>Data limitations</b>	It may be difficult to measure the satisfaction of the people who reported the education delivery cases.
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Quarterly
<b>New indicator</b>	No
<b>Desired performance</b>	A high number of education delivery cases successfully resolved.
<b>Indicator responsibility</b>	Branch PDOU

## PROGRAMME 5: EDUCATIONAL ENRICHMENT SERVICES

Indicator details	Number of schools that provide learners with nutritious meals.
Short definition	Total number of public ordinary schools and identified special schools receiving nutritious meals through the government feeding programme. These schools are based on approved provincial business plans submitted to DBE by PEDs.
Purpose/Importance	To measure the coverage of the National School Nutrition Programme in schools.
Source/Collection of data	Approved NSNP provincial coordinators' reports to the Directorate.
Method of calculation	Count
Data limitations	None
Type of indicator	Output
Calculation type	Cumulative
Reporting cycle	Quarterly
New indicator	No
Desired performance	All learners in targeted schools and identified special schools to benefit from the NSNP in line with the provincial business plans.
Indicator responsibility	Branch S (National School Nutrition Programme Directorate)

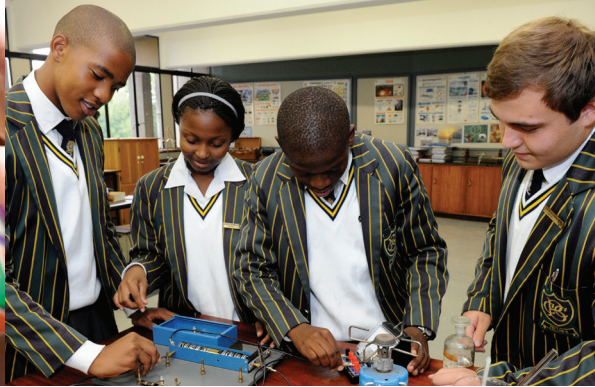
Indicator details	Number of learners participating in activities on citizenship, rights and responsibilities, and constitutional values.
Short definition	Total number of learners who participated in the citizenship, rights and responsibilities, and constitutional values activities coordinated in collaboration with DBE.
Purpose/Importance	To measure the extent of learners' engagement in citizenship and values activities funded by DBE.
Source/Collection of data	Participation Register
Method of calculation	Count
Data limitations	Effectiveness of the citizenship and values activities may not be measurable.
Type of indicator	Input
Calculation type	Cumulative
Reporting cycle	Annual
New indicator	No
Desired performance	All learners in the schooling system participate in the citizenship, rights and responsibilities, and constitutional values activities.
Indicator responsibility	Branch S











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