**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 75**

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**75. Mr T J Brauteseth (DA) to ask the Minister of Basic Education:**

**Whether she has entered into a performance agreement with the President, Mr Jacob G Zuma, with regard to the implementation of the Medium-Term Strategic Framework (MTSF) 2014-2019**

The Minister of Basic Education Mrs A Motshekga, MP, has signed her Performance agreement with the President, Mr Jacob G Zuma in December 2014.

1. **Which key indicators and targets from the MTSF are reflected in the agreement**

The indicators in the Agreement are as captured in the Outcome 1 MTSF chapter. In summary, these indicators come from the following areas:

1. Impact Indicators – which come from the Action Plan to 2019
2. Sub-Outcome 1: Teacher supply, development and effective utilisation
3. Sub-Outcome 2: Provision of infrastructure
4. Provision of Learning and Teaching Support Materials
5. Sub-Outcome 3: Improving assessment (ANA)
6. Sub-Outcome 4: Improving Grade R and extension of Early Childhood Development (ECD).
7. Sub-Outcome 5: Strengthening accountability at schools and district level
8. Sub-Outcome 6: Partnerships for education reform and improved quality
9. **How many performance assessments has she undertaken in consultation with the President since the agreement was signed?**

The Minister’s performance has been assessed through the Cabinet Memorandum which is tabled before Cabinet every quarter. In this financial year, two reports have been tabled at Cabinet, and the third quarterly report is being prepared for submission to the Department of Planning Monitoring and Evaluation by March 2016.

1. **What progress has been made in meeting the key indicators and targets from the MTSF?**

Significant progress has been made for the 2015/16 financial year. As at the end of the second quarter, out of a total of 55 indicators, performance is as reflected below:

1. Eleven (11) indicators were fully achieved;
2. Forty (40) indicators were work in progress with the assurance that the targets for 2015/16 will be met by the end of the financial year;
3. No indicators were under-performing due to reasons stated in question (d); and
4. Four (4) indicators have not been reported because of lack of tools to collect the required data or information.

1. **What are the key obstacles to implementation?**
2. Lack of Agreement, tool and regularity in the administration of the ANA;

(ii) Concurrent functions challenges in providing information required from provincial departments of education in the correct format timeously; and

(iii) Interdepartmental dependency in providing information, such as the ECD programmes, ICT and Teacher Development.

1. **What is the plan to address such obstacles?**
2. The lack of Agreement, tool and regularity in the administration of the ANA:
* The Department is in the process of resuscitating the ELRC as a platform for engagement and,
* The Department has established a task team with representatives from teacher unions to deal with the instrument and the frequency of the administration of the ANA.

(ii) Concurrent functions challenges:

* The department has started developing the norms and standards, business processes and sector plans to be used to solicit the buy in of the provinces to comply with the key deliverables of the sector;

(iii) Interdepartmental dependency:

* These challenges are attended to at the Cabinet Cluster meetings, MINMECs and Minister’s Implementation Forum (MIF);
* The department’s Director General also holds bilateral meetings with the Director Generals of the affected departments.

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