

110329 pcbasic



**PARLIAMENT**  
OF THE REPUBLIC OF SOUTH AFRICA

RESEARCH UNIT

PO Box 15 Cape Town 8000 Republic of South Africa  
Tel: 27 (21) 403 8273 Fax: 27 (21) 403 8118  
www.parliament.gov.za

**VOTE 15: BASIC EDUCATION**

**March 2011**

**Introduction**

The Department of Basic Education dreams of a South Africa in which all citizens have access to lifelong learning, education and training opportunities, which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous and democratic South Africa<sup>1</sup>. Government has noted that South Africa's schooling system performs well below its potential and financial injection; and has therefore prioritised improvement of basic education outcomes so that the country can realize its long-range developmental goals<sup>2</sup>. The 2011 budget vote comes at a time when the country needs to improve productivity and competitiveness in the economy in order to supplement its quest to construct a developmental state<sup>3</sup>. For this, the country needs to be equipped with skills in order to lay the foundations for further education, job satisfaction, productivity and meaningful citizenship<sup>4</sup>. Further, the vote comes at a time when the Department is weighed down by serious teaching and learning challenges. These challenges include, amongst others, the following:

- Improving learning outcomes particularly foundation phase and certain subjects that are key to skills development.
- Low scores on benchmarked international assessments.
- Less than satisfactory performance across grades and phases.
- Quality of learning outcomes is among the lowest in the middle income countries.
- Textbooks and related learning support materials.
- Leadership, competence and professionalism in the education sector.

The above challenges obligated the Department to realign the focus of many sub-programmes within its five programmes. Though the programmes were not changed, the key functions of the five programmes had to be tweaked in order to put more emphasis on addressing the teaching and learning challenges. This paper provides an in-depth analysis of the 2011/12 Basic Education budget against the Department's policy priorities, to support Members of Parliament and Portfolio Committee on Basic education in the National Assembly to fulfil their monitoring and oversight functions effectively.

**Policy Priorities for 2011/12**

Government established the Department of Performance Monitoring and Evaluation<sup>5</sup> in 2009. This Department played an important role in setting expectations of improved outcomes across government<sup>6</sup>. This propelled each Department to plan and set strategic priorities that

<sup>1</sup> Department of Basic Education (2011)

<sup>2</sup> Department of Basic Education (2010b)

<sup>3</sup> Department of Basic Education (2011)

<sup>4</sup> Ibid

<sup>5</sup> See [www.presidency.gov.za](http://www.presidency.gov.za)

<sup>6</sup> The Presidency (2010)



present outcomes and measurable targets feasible to its own challenges. The Department of Basic Education is as well expected to present outcome-oriented strategic priorities. The Department's strategic priorities are informed by the government's Programme of Action, the Minister's delivery agreement and the *Action Plan to 2014: Towards the Realisation of Schooling 2025*. Sourcing from the above documents, the Department outlined its objectives and activities that are set to help it achieve its targets and ultimately, its envisaged outcomes.

The over-arching goal of the Department in the strategic plan is to improve quality of learning and learner achievement<sup>7</sup>. This goal is complemented by Outcome 1 on the delivery agreement signed by the Minister — *Improved quality of basic education*. The outcome is anchored by processes and actions outlined as the four outputs. The outputs are:

- Output 1: Improve the quality of teaching and learning.
- Output 2: Undertake regular assessment to track progress.
- Output 3: Improve early childhood development.
- Output 4: Ensure credible outcomes-focused planning and accountability system.

The four outputs give effect to its over-arching goal of improving quality basic education particularly improving quality of learning and learner achievement. Many other activities and effort within the Department, provincial departments of education, at schools and by all affected stakeholders should aim to support the realisation of the four outputs.

The 2011 State of the Nation Address amongst others, emphasised investing more on teacher training, especially in mathematics and science; focusing more on Triple T — Teachers, textbooks and Time; and tracking progress on the implementation of annual national assessments in literacy and numeracy that are internationally benchmarked, for grades 3, 6 and 9. These priorities overlap with or give effect in one way or the other to the goal of improving quality of teaching and learning. The Department inculcated these priorities in its strategic planning. To realise the four outputs, the department seeks to intensify teacher development; provision of learner support materials; conduct Annual national Assessments in literacy and numeracy; and accelerate schools infrastructure delivery initiative. All these assist in achieving quality education.

To a large extent, the 2011/12 the strategic objectives are consistent with the priorities as outlined in the 2011 State of the Nation Address, delivery agreement as well as *Action Plan to 2014: Towards the Realisation of Schooling 2025*. If well implemented, the Department can achieve its educational priorities. In fact, the allocation for the Basic Education Vote seems to be in line with the strategic priorities as outlined in the 2011 State of the Nation Address. Achieving performance targets has emerged as the main focus of the fourth democratic government, which in turn explains the direct link between strategic priorities to the budget allocations of the Department. It is reassuring to note the correlation of the Department's priorities with those raised in the 2011 State of the Nation Address.

---

<sup>7</sup> Department of Basic Education (2011)



#### **Issue for Consideration**

- However and notwithstanding the good work that went into putting the strategic plan for the Department, there is a need to clarify what the Department intends to achieve on a year to year basis. Most of the targets are long term with the intended outcome earmarked for 2014 which is the end of the fourth democratic term. For an example, goals 1 and 2 on the Action Plan 2014, the Department intends to reach 60 per cent of increase of Grade 3 and 6 learners who will be performing well in language and numeracy. There is a need to outline measurable targets year by year until it reaches the 60 percent target.

#### **Performance and Service Delivery Information**

In the 2010/11 financial year, the Department set eight key strategic objectives. They can be summarised as follows<sup>8</sup>:

- Improved curriculum implementation.
- An integrated strategy on the assessment of learners.
- A new integrated plan for teacher development.
- Workbooks for Grades R to 9 learners.
- Enhanced education management development capacity within the system.
- The schooling 2025 action plan.
- Better reporting on the state of basic education.
- Promotion of the e-Education strategy through web-based access to education information.

The Department of Basic Education reported to have made progress in terms of the above service delivery targets over the last financial year. Following the recommendation by the Ministerial Task Team that looked on the implementation of the National Curriculum Statement the Department has released the Curriculum and Assessment Policy Statement (CAPS) for Grades R to 12 in September 2010. All stakeholders and members of the public were given an opportunity to comment on CAPS. Most of the commentators advised the Department that it must take into account the readiness issue (including implementation date of January 2011 and the training of teachers in the new syllabus<sup>9</sup>); Syllabus quality (English curriculum lacks content and fears that grammar teaching may be done away with); availability of textbooks; and process problems (no synergy in teams working on different syllabuses). By February 2011, 40 of the 41 content subjects have been finalized and were ready for editing; life skills CAPS for Foundation Phase was finalized while languages versions were complete<sup>10</sup>. Many of short term recommendations are being implemented and the Department is looking at addressing medium term recommendations with regard to CAPS.

<sup>8</sup> Department of Basic Education (2010a)

<sup>9</sup> Mail and Guardian online (2010)

<sup>10</sup> Polityorg.za (2011)



About 6 million learners throughout South Africa in more than 19 000 schools<sup>11</sup> wrote Annual National Assessments (ANA) in February 2011. This was deferred from last year September due to educators' strike. The learners who wrote ANA this year are a Grade ahead of the earmarked ANA Grades. This is to assess the measurable progress in the literacy and numeracy so that the Department can track progress in order to lay foundation towards improving the quality of education. The performance of the Grade 3, 6 and 9 learners in ANA will be released in March. This is the initial step whereby the Department wants to improve the numeracy, literacy, language and mathematics in Grades 3, 6 and 9 learners respectively to at least 60 per cent in 2014.

The Department delivered to its target of distributing workbooks. At the beginning of 2011, the workbooks were ready and the delivery process started. Though there were complaints levelled against the national department in January this year that 37% of the 11.8 million workbooks had not been delivered to 19 000 schools two weeks after the reopening of schools<sup>12</sup>, the Department indicate that it managed to deliver over 60 per cent and a delay to deliver the remaining per cent was due to floods. This project will see over 6.5 million learners and approximately 180 000 teachers receiving excellent resources that will assist them to deliver in class in order to improve quality and teaching particularly in literacy and numeracy.

The Department presented *Action Plan to 2014: Towards the Realisation of Schooling 2025* in 2010. This plan has short term goals and long term vision. The plan has 27 goals. Goals 1 to 13 deal with outputs the Department wants to achieve while goals 14 to 27 deal with things that must be done to achieve the 13 goals<sup>13</sup>. The listed goals have clear measurable targets listed as outputs and have identified key interventions to each goal. What is encouraging is that the goals articulated are included in the 2011/12 key strategic priorities of the Department. The plan encourages participation by all stakeholders to the realisation of each goal.

However, there are pressing issues the Department of Basic Education is faced with. Others are chronically persistent in the Department. The issues such as, non-delivering provinces; infrastructure, water and sanitation; scholar transport for learners travelling more than five kilometres; Textbooks for senior Grades are still cause for concern for the national Department.

The Auditor-General for the 2009/10 financial year presented that most provinces were not in good standing. Only the national Department received a clean audit report. There were no clean audit reports in all of the nine provincial education departments<sup>14</sup>. Only Gauteng, KwaZulu-Natal and Western Cape received unqualified reports with other matters noted in the report while all the remaining provincial departments received qualified audit opinions ranging from qualified reports (Free State, Mpumalanga and Northern Cape) , to disclaimer

---

<sup>11</sup> Polityorg.za (2011)

<sup>12</sup> Timeslive (2011)

<sup>13</sup> Department of Basic Education (2010c)

<sup>14</sup> Auditor General South Africa (2010)



and adverse reports. In essence, the overall performance of provincial education departments in terms of internal controls is unsatisfactory. Of concern is that the number of provinces that received a disclaimer of audit opinion has grown from one to three in the 2009/10 financial year. While noting internal controls deficiencies, the Auditor General South Africa (AGSA) pointed serious weaknesses in leadership; financial and performance management; and governance in some provinces. Further, of concern was that some provinces are persistently recording over, unauthorized, irregular, and fruitless and wasteful expenditures. This should be a cause for concern for the national Department because bulk of its budget is transferred to the provinces.

Another case in point is the slow expenditure in the third quarter by seven provinces on the R80 million for Technical Schools conditional grants. This caused the national Department to withhold transfers to these provinces and will only review this decision if it is assured that the procurement challenges in those provinces have been addressed<sup>15</sup>. This means that if the challenges are not addressed, the R200 million 2011/12 allocation for this conditional grant to provinces may be effected to other provinces while their last financial year's allocation is unspent.

#### **Issue for Consideration**

- Does the national Department has any plan in place to assist the provinces to improve their financial management capacity and internal controls, particularly the serious weaknesses in leadership; financial and performance management; and governance as pointed out by the AGSA.

Infrastructure backlog is a serious challenge for the Department. In the 2008 State of the Nation Address, the eradication of inappropriate school structure was identified as a national priority and was included as Project 9 of the 24 Apex Priorities<sup>16</sup>, but still, the problem persists. What is worrying is that the expenditure for this project keeps growing while the problem deepens. The expenditure on infrastructure grew from R2.8 billion in 2007/08 to R4.9 billion in 2010/11. Over the medium term, expenditure is expected to increase to R11.6 billion in 2013/14. Regardless of the massive allocations from 2007, the challenge remains enormous and this time it needs immediate attention. Eastern Cape is in dire strait, with court battles raging on, the province is expected to eradicate and replace 395 mud schools immediately, provide water and sanitation to 1307 schools and supply 1434 schools with electricity. The question is whether the Eastern Cape has a capacity to deal with this challenge.

#### **Issue for Consideration**

- Noting the infrastructure challenges encountered over the last three years and minimal delivery on infrastructure backlog, Parliament must request the Department to outline its implementation programme, including comprehensive plans of provincial education departments in respect of how they are going to spend the Schools

<sup>15</sup> National Treasury, (2011b)

<sup>16</sup> Independent Development Trust (2011)



Infrastructure Backlog Grant; how the DBE is going to address capacity concerns in certain provinces; which implementation agencies are roped in and the anticipated time frames for delivery.

## Budget Analysis

Table 15

Programme	Budget Vote 15: Basic Education				Nominal Rand change	Real Rand change	Nominal % change	Real % change
	R million	2010/11	2011/12	2012/13	2013/14	2010/11-2011/12	2010/11-2011/12	2010/11-2011/12
Programme 1: Administration	258.0	301.7	320.8	340.0	43.7	29.9	16.94 per cent	11.58 per cent
Programme 2: Curriculum Policy, Support and Monitoring	1 352.0	1 835.1	1 901.3	2 013.5	483.1	399.0	35.73 per cent	29.52 per cent
Programme 3: Teachers, Education Human Resources and Institutional Development	495.0	522.0	747.2	973.2	27.0	3.1	5.45 per cent	0.62 per cent
Programme 4: Planning, Information and Assessment	4 928.1	6 387.5	8 405.3	11 614.7	1 459.4	1 166.8	29.61 per cent	23.68 per cent
Programme 5: Educational Enrichment Services	3 891.2	4 821.7	5 183.3	5 468.3	930.5	709.7	23.91 per cent	18.24 per cent
<b>TOTAL</b>	<b>10 924.3</b>	<b>13 868.0</b>	<b>16 557.9</b>	<b>20 409.7</b>	<b>2 943.7</b>	<b>2 308.5</b>	<b>26.95 per cent</b>	<b>21.13 per cent</b>

Source: National Treasury (2011a) Vote 15 Basic Education

The budget for the Department of Basic Education for the financial year 2011/12 is R13.8 billion. It has increased from R6.1 billion in the 2010/11 financial year. This year's budget has increased by 26.95 per cent in nominal terms and by 21.13 per cent in real terms from the 2010/11 financial year.

The Department of Basic Education carries out its mandate through five main programmes. These are: Administration; Curriculum, Policy support and Monitoring; Teachers, Education Human Resources and Institutional Development; Planning, Information and Assessment; and Educational Enrichment Services. The focus of the department over the Medium Term Expenditure Framework (MTEF) period will be on revising integrated quality management system; appropriate allocation of educator posts to schools; putting in place system for tracking patterns of learner enrolment, completion and dropping out; addressing infrastructure backlog; undertaking regular assessment to track progress; strengthen the implementation of national curriculum statement in schools; and intensify school enrichment and adult literacy programmes<sup>17</sup>. This is a change in focus from the 2010/11 financial year, in which the department focussed on developing, monitoring and evaluating policies and programmes

<sup>17</sup> National Treasury (2011a)



for the overall health of learners and educators in the education system as well as providing access to and participation in school enrichment and adult literacy programmes<sup>18</sup>. The shift in focus is necessary over this MTEF period in order to support the Department's goal of improving quality of teaching and learning.

The bulk of the department's budget is allocated to programme 4 — Planning, Information and Assessment, which mostly caters for transfers to provincial education departments for the school infrastructure conditional grant (financial and physical planning)<sup>19</sup>; Annual National Assessments (ANA) and National Education Evaluation Unit (NEEDU). Expenditure on financial and physical planning is expected to grow at a nominal rate of 30.43 per cent in nominal terms and 24.46 per cent in real terms over the medium term. In addition, 71.11 per cent of the overall budget goes to Transfers and Subsidies, while 28.82 per cent of the budget goes to Current Expenditure.

## **Programme Analysis**

### **Programme 1: Administration**

The Administration programme consists of six sub-programmes and constitutes 2.2 per cent of the total Basic Education budget and a monetary allocation of R301.7 million. This programme received a nominal increase of 16.9 per cent, which translates into a real percent change of 11.58. This is a significant increase from the 2009/10 budget. The highest budget allocation within this programme goes to the Office Accommodation Sub-programme, which takes just over R134 million which is 44.65 per cent of the Programme budget. This is largely attributed to the increase in public-private partnership unitary fee for the new office building for the Department which started in 2006/07. The current value of the agreement is just over R1.5 billion for the duration of 27 years (2 years construction and 25 years service)<sup>20</sup> Following the Office Administration Sub-programme, the Department Management and the Corporate Services sub-programmes received R59 million and R57 million of the programme budget respectively. The Department Management sub-programme incurs expenditure on the new project of Action Plan to 2014: Towards the Realisation of Schooling 2025. There is a shift of emphasis on sub-programmes, the fact that Department Management received a higher allocation than Corporate Services sub-programme signals the realignment of emphasis to support the goals that the national education system is working towards. This goal is to realise improved schooling system by 2014 through the Action Plan to 2014. The Department Management sub-programme will further receive 31 per cent increase in spending over the MTEF period to intensify the Action Plan to 2014.

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

The second programme, Curriculum Policy, Support and Monitoring deals with developing curriculum and assessment policies for Basic Education and assists in monitoring the implementation of such policies. The allocation to this programme amounts to R1.8 billion

<sup>18</sup> National Treasury (2010)

<sup>19</sup> National Treasury (2011a)

<sup>20</sup> Department of Basic Education (2011)



which is 13 per cent of the total Basic Education budget. The programme received a nominal increase of 35.73 per cent and 29.52 per cent in real terms per cent change from the 2010/11 financial year. It has four sub-programmes. This programme holds line items like national school curriculum implementation; early childhood development (ECD); inclusive education; Kha Ri Gude Literacy Project (sub-programme); Dinaledi project; and recapitalization of Technical Secondary Schools. These are amongst others, fundamental line items because they anchor the MTEF focus of the Department.

**Issue for Consideration**

- It is important for Parliament to request progress report on the Technical Secondary Schools Recapitalization programme.

The process of implementing Curriculum and Assessment Policy Statements (CAPS) has taken off. The Department has to gear up for timely delivery of CAPS, school and teacher readiness and advocacy campaigns. Kha Ri Gude Literacy Project stands out as a sub-programme and received R540 million which amounts to 29.43 per cent of the Programme budget. This sub-programme will continue to be prioritised over the MTEF period. It is anticipated that the sub-programme will receive a further allocation of R159.8 million over the METF period for Kha Ri Gude as a public works programme of recruiting 41 000 volunteer educators and coordinators — thereby contributing to job creation. The Department has set huge target on this programme. It wants to reduce the number of illiterate adults in South Africa by 2.2 million by 2012.

**Issue for Consideration**

- The Department is making progress on Curriculum and Assessment Policy Statement (CAPS) and recognizing that curriculum issues are very critical to teaching and learning, Parliament should enquire if there is adequate system preparation and whether CAPS will be able to address curriculum gaps.

Sub-programme 4, Curriculum and Quality Enhancement received R1 billion which is a 58.33 per cent of the total Programme budget. This is a very eventful sub-programme in terms of providing support in improving teaching and learning. 90 per cent of the sub-programme budget will be used to extend the workbooks initiative to other grades over the MTEF period. Further, the sub-programme has allocations for Grade 8 to 12 textbooks (which is in line with call made by the President in his State of the Nation Address whereby the Department has to make sure that every child has a textbook on time); expand ECD to 900 000 learners by 2011/12 financial year; set up 300 mobile science laboratories; 150 science kits; 300 ICT laboratories each with 50 computers. Notably, this Programme aims to improve the quality of mathematics, science and technology. It further does this by allocating 8.3 per cent (around R70 million) to 500 Dinaledi schools. Improving science, mathematics and technology is important for skills and economic development of the country. The allocation for Dinaledi Schools is through a grant to provinces.

**Issue for Consideration**

- Allocation for the Dinaledi Schools project keeps going up with the hope of improving





Mathematics and Physical Science. The question is whether this project is yielding intended results considering that pass rates on these subjects do not show substantial improvements.

Expenditure in this Programme has been growing at an average rate of over 60 per cent from 2007/08 and it is expected to grow over this MTEF period to R2 billion.

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

Programme three aims to promote quality teaching and institutional performance through effective supply, development and utilisation of human resources available within the department. This programme has received R522 million, which is 3.8 per cent of the basic education budget. It is however, the programme that has received a marginal increase of 0.62 per cent in real terms. This programme has three sub-programmes which are Teachers, Education Human Resources and Institutional Development; Education Human Resources Management; and Education Human Resources Development. The latter has received R469.8 million which is a whopping 90 per cent of the Programme 3 budget.

This Programme has crucial line items that prepare educators for efficiency in terms of professionalism and subject content. It covers teacher development; intensifying district support and Initial Teacher Training through Funza Lushaka bursary programme. Teacher development is crucial. This line item responds to the call made by the President in SONA. The importance of teacher education cannot be over-emphasised. President Jacob Zuma in both the 2010 and 2011 State of the Nation Addresses emphasised the importance of teacher education particularly on increasing the number of qualified Mathematics and Science educators. Educators are the key agents in the provision of a quality education system and, as the United Nations Educational, Scientific and Organisation (UNESCO) notes, "without teachers, education for all by 2015 would be unobtainable dream." Teacher development is an all encompassing both in process. He further made a call of paying special attention to the training of principals, particularly those in underperforming schools. At present the Department acknowledges that there is a considerable fragmentation of in-service teacher development and it is incumbent to the Department to immediately come up with teacher development plan that is of quality and responds well to the needs of the educators in the classroom. The President made a further call of investing in teacher training. In order to respond to the call, the Department has made a commitment of establishing a campaign for making teaching an attractive profession. Funding for this line item will be done through the Funza Lushaka bursary scheme at a projected expenditure of 90 per cent of this programme. Funding for the bursary scheme will increase the expenditure for this programme over the MTEF period from R522 million to R973 million, which is an increase of just over 25 per cent.

#### **Issue for Consideration**

- There is a call to intensify the initial teacher training programme in order to recruit more teachers into the profession. A lot of money has thus far been invested in this programme through the Funza Lushaka bursary scheme. Between 2007 and 2009, department awarded just over 18 000 bursaries with the number of graduates only at



3795. The indication by these figures is that the output is far below the financial input the department is putting in the programme through the bursary scheme. Parliament should therefore seek clarity on the performance of this programme in terms of value for money and what the programme was intended to address.

#### **Programme 4: Planning, Information and Assessment**

Planning, Information and Assessment aims to promote quality and effective service delivery in the basic education. The Programme has five sub-programmes but only four sub-programmes stand out. They are Information Management Systems; Financial and Physical Planning; National Assessments and Public Examinations; and National Education Evaluation and Development Unit. This programme received the highest allocation in the basic education budget of R6.3 billion. It is a nominal increase of 26.61 per cent and 23.68 per cent in real per cent change from the 2010/11 financial year.

Notably, the Financial and Physical Planning sub-programme received an allocation of R6.2 billion which translates into 97 per cent of the Programme budget. The other four sub-programmes shared just less than R200 million. This shows how serious the Department takes the Financial and Physical Planning sub-programme. This sub-programme puts in place support systems for provinces and schools to improve the physical environs of the school and create enabling conditions for successful teaching and learning<sup>21</sup>. Through this sub-programme, the Department wants to address current provincial backlogs for new infrastructure through the Accelerated School Infrastructure Delivery Initiative (ASIDI); and address the challenges relating to infrastructure that do not meet the least minimum specifications and schools that do not comply with the Occupational Health and Safety Act. The expenditure in this sub-programme will be in two forms, through transfer to provinces of the education conditional grant and the school infrastructure indirect grant managed by the national Department. Separation of funding this sub-programme might have been propelled by lack of capacity in some provinces. Despite continued funding of this project, some provinces were not making headway. National Education Infrastructure Management System (NEIMS) from the Department shows the enormity of the unsafe school structure as huge, not to mention new school structure demands. The Eastern Cape alone had 3 250 unsafe structures with the entire country having more than 8 000 unsafe structures<sup>22</sup>. The MTEF allocations for the sub-programme stand at R5 498 million for 2011/12; R5 883 million for 2012/13 and R6 207 million for 2013/14. For 2011/12 financial year, transfers will be done at 12.5 per cent on the 19<sup>th</sup> April 2011; another 12.5 per cent on the 27<sup>th</sup> May 2011; 25 per cent on the 16<sup>th</sup> September 2011; another 25 per cent on the 18<sup>th</sup> November 2011 and the final 25 per cent on the 13<sup>th</sup> January 2012<sup>23</sup>.

#### **Issue for Consideration**

- There is a need for the Department to indicate to the Committee how differently it is going to approach this matter, considering that previous allocations were not well

<sup>21</sup> Department of Basic Education (2011)

<sup>22</sup> Independent Development Trust (2011)

<sup>23</sup> Appropriations Bill (2011)



spent by other provinces.

Programme 4 manages Annual National Assessments (ANAs) and National Education Evaluation and Development Unit (NEEDU). The State of the Nation Address prioritised tracking progress on the implementation of annual national assessments in literacy and numeracy that are internationally benchmarked, for grades 3, 6 and 9. This sub-programme is allocated R123 million to cater for all examinations and assessments projects. However, expenditure is expected to grow in this Programme due to additional allocations for Grade R and further allocations for special school infrastructure backlogs.

#### **Issues for Consideration**

- ANA has been much emphasised, from the delivery agreement, SONA to Department's key priority, Parliament has the responsibility to monitor progress in its implementation and to check whether the anticipated outcomes will set the required baseline.
- There is a need to further clarify the role and functionality of NEEDU and the status of IQMS against the monitoring and evaluation initiative and performance management.

#### **Programme 5: Educational Enrichment Services**

The last programme for the Department is Educational Enrichment Services. This programme changed name. The previous year it was called Social Responsibility programme. However, the aim and objectives of this programme did not change. It remains to develop policies and programmes in order to improve the quality of learning in schools. The Programme received an allocation of R4.8 billion, a 34.8 per cent of the total Basic Education budget and also the second highest allocation of the budget. This programme has received an increased allocation from the last financial year, with a nominal increase of 23.91 per cent and a real increase of 18.24 per cent. The programme has three main sub-programmes which are Educational Enrichment Services; Partnerships in Education; and Care and Support in Schools.

This Programme seeks to create a safe learning environment in schools and ensure an overall wellness of educators through multi-stakeholders partnerships. The affected stakeholders are the South African Police Service for safety in schools; teacher unions, governing bodies, and learner representatives for quality learning and teaching campaign; Department of Health for HIV and AIDS programmes. Of the three sub-programmes, Care and Support in Schools received R4.8 billion which is 99.63 per cent of the Programme. Of the R4.8 billion in the sub-programme, R4.5 billion is a grant to provinces for the National School Nutrition Programme while R199 million is a grant earmarked to support the implementation of integrated strategy on HIV and AIDS. This sub-programme responds to the call made by the President in his SONA to deal with peddling and drug abuse; broaden the scope of reproductive health rights and provide awareness and education services related to teenage pregnancy; and revitalizing programmes that intensify the fight against HIV and AIDS and promote various prevention measures.

#### **Key Issues for Consideration by Parliament**



The fact that the AGSA in 2010 raised serious concerns about the three fundamentals of internal controls — leadership, financial and performance management, and governance in some provinces is a concern. It shows serious state of affairs in some provinces that need serious attention by the national Department. It is imperative for Parliament to ensure that it uses its constitutional oversight powers to ensure that the national Department and provincial departments of education conforms to leadership, financial management and governance practices. It is therefore incumbent to Parliament to monitor and do rigorous oversight on the Department and the provinces on a regular basis in order to ensure the improvement of state of affairs in the provinces. The following are other key issues Parliament must take into consideration. They are drawn from the Department's outputs and its key strategic objectives. These are:

- Inclusive education has been prioritized but its allocation in the medium term is not so clear, it will be good for Parliament to seek clarity on this matter from the Department. In addition, Parliament should as in the past two years express its concern with regard to the delay in finalising the development of *the Funding Norms for Inclusive Education and Special Schools*.
- Quality Learning and Teaching Campaign is a multi stakeholder initiative. The question is whether this initiative is binding to all stakeholders and whether defaulting to the pact carries any penalty or it is just a mere initiative.

The following questions and matters for consideration are based on the 2009/10 annual report analysis. It is important to raise these matters to see if there is any progress and to check if enough allocation has been made to respond to those matters. They are:

- What measures/mechanisms has the Department put in place to improve throughput rate of Funza Lushaka beneficiaries and to deal with challenges of absorption of such teachers at the Provincial level to ensure that the Department does not lose such teachers to other departments
- In the R5.599 billion infrastructure grant for the years 2009/10 and 2010/11 what was the Department's target and how many schools were built in each province? Does the Department have any plan to intensify the infrastructure roll out programme?
- When is the Department planning to roll out Teacher Recruitment strategy to provinces? This is to avoid disparities within provinces in terms of teacher recruitment.
- What is the rate of vacancy in the Department?
  - Is the Department able to fill in the vacant posts?
  - At what job level is the problem experienced?
  - What is the impact of unfilled posts on the service delivery by the Department?
  - What measures are in place to fill the vacant posts in order to improve service delivery?
- What progress has been made in finalising the *Policy for Learner Transport and Hostel Provisioning*? Does the Department have the exact number of children who need scholar transport nationally to facilitate adequate budget allocation?

## References



Auditor General South Africa, (2010) Report on the audit outcomes of the provincial departments of education and related entities. Presentation to Parliament Portfolio Committee on Basic Education 13 October 2010. Cape Town, Parliament of South Africa.

Department of Basic Education, (2010a) Strategic Plan 2010/11-2012/13 and Operational Plans 2010/11, Pretoria

Department of Basic Education, (2010b) Delivery Agreement for Output 1: Improved quality of basic education, Pretoria.

Department of Basic Education, (2010c) Action Plan to 2014: Towards the Realisation of Schooling 2025. Pretoria.

Department of Basic education, (2011) Strategic Plan 2011 – 2014

Independent Development Trust, (2011) Report to the Eradication of Mud and other Inappropriate School Structures Programme. Presentation to Parliament Portfolio Committee on Public Works 01 March 2011. Cape Town, Parliament of South Africa.

Mail and Guardian Online, (2010) New syllabus "flawed". <http://www.mg.co.za/article/2010-09-24-new-syllabus-is-flawed> [Accessed 27/09/2010]

Minister of Finance, (2011) Appropriations Bill [B 3 – 2011] Cape Town, Parliament of South Africa

National Treasury, (2010) Estimates of National Expenditure, the National Treasury, Pretoria

National Treasury, (2011a) Estimates of National Expenditure, the National Treasury, Pretoria

National Treasury, (2011b) National Budgets and Expenditure Report: Third Quarter 2010-11 Financial Year. Pretoria.

Polityorg.za (2011) SA: Motshekga: Cluster briefing by the Chairperson of Human Development Cluster and Minister of basic Education, in the National Assembly. <http://www.polity.org.za/print-version/sa-motshekga-cluster-briefing-by-chairperson-of-human-development-cluster-and-minister-of-basic-education-in-the-national-assembly> [Accessed 16/02/2011]

Timeslive, (2011) Panic over Books delay. 25 January 2011. <http://www.timeslive.co.za/local/article870662.ece/Panic-over-book-delays?service> [Accessed on 25 January 2011]