

BRANCH: STRATEGIC PLANNING & REPORTING

BASIC EDUCATION PORTFOLIO COMMITTEE

06 SEPTEMBER 2011



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Presentation Outline

PART A

Government's Planning and Delivery Model

PART B

Overview: A delivery-driven basic education system

PART C

Linking Planning with Budgeting, Monitoring and Reporting in the DBE



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Part A:

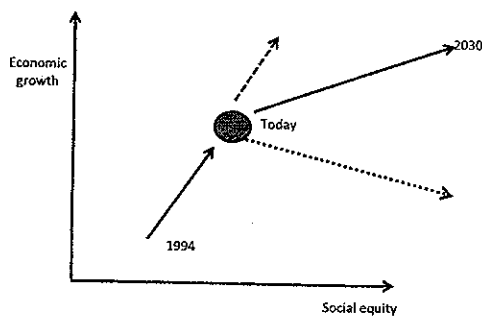
Government's Planning and Delivery Model



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From the Presidency



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From the Presidency

- A focus on outcomes.
- Planning that is based on evidence.
- A shared 'planning language'.
- Ongoing learning, for instance from international best practice.
- Acknowledging the important role played by organisational culture.



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What are the Implications?

- A Department that continually prioritises learning outcomes.
- A Department whose actions are based on a proper understanding of what is happening in schools.
- Consistency and intelligibility in the education policies and materials.
- A developmental Department that acknowledges we're not getting everything right yet, but that we're improving.
- Departmental officials who are efficient and respectful.



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Part B:

Overview: A delivery-driven basic education system



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A delivery-driven basic education system

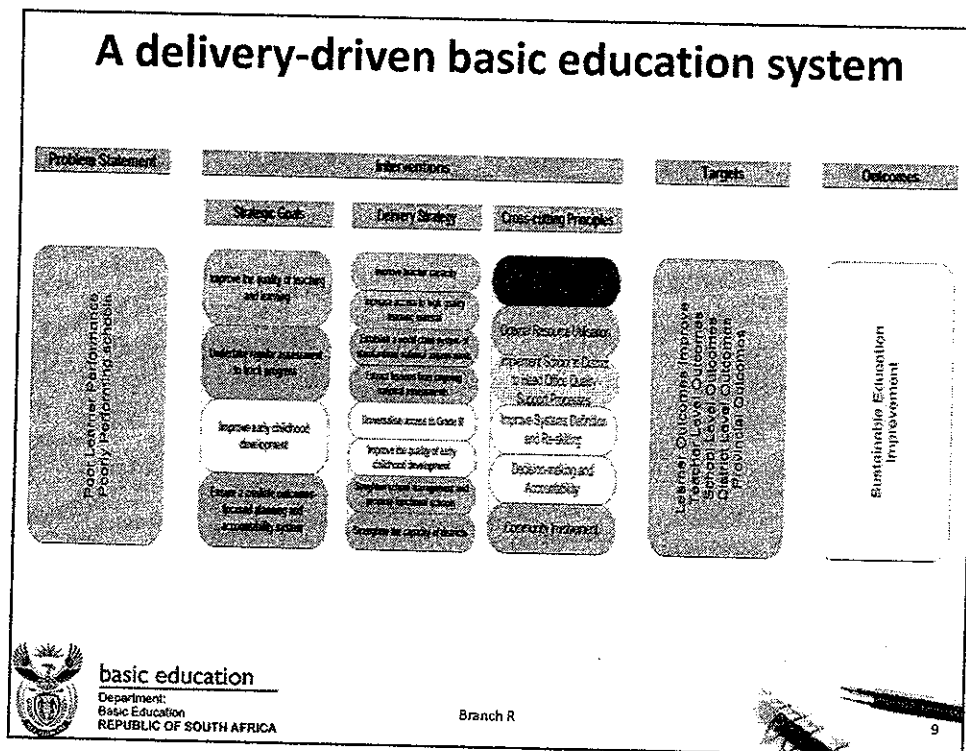
- The Strategic Plan and Annual Performance Plan (APP) summarises the priorities of the DBE as aligned to the Delivery Agreement and the *Action Plan to 2014: Towards the Realisation of Schooling 2025*.
- In 2011/2012 the DBE will continue to work to strengthen the delivery of quality education.
- The DBE has a crucial monitoring, policy-making and leadership responsibility.
- Provinces play a vital role in the delivery of quality education.
- Key education stakeholders including citizens have a responsibility in making education a societal matter.



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- ## Focused Planning Interventions
- Strengthening learner performance, particularly in literacy and numeracy in the foundational grades and performance in mathematics and science.
 - Standardised assessments and systemic evaluations to measure whether learners are achieving the curriculum outcomes and to identify the key areas in the curriculum that require improvement.
 - A textbook for each child in each subject.
 - Preparation of the system for the implementation of the CAPS from January 2012.
 - Focused and planned teacher development. Particular attention will be paid to supporting teachers in underperforming high schools and their feeder schools.
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Focussed Planning Interventions

- Reworked roles and priorities for district offices to support teaching and learning in schools.
- Improving systems of accountability and service delivery at district, provincial and national level.
- Accelerated Schools Infrastructure Delivery Initiative (ASIDI) to ensure the provision of sound infrastructure. The main goal is to eradicate mud and unsafe structures and to provide improved resources, such as laboratories, libraries and administration blocks to existing schools.
- Ensure that access to Grade R is universalised and that Grade R provides quality programmes to compensate for socio-economic deprivation and low family literacy.
- Strengthening nutrition and health programmes and the creation of conditions whereby learners and teachers are safe at school.



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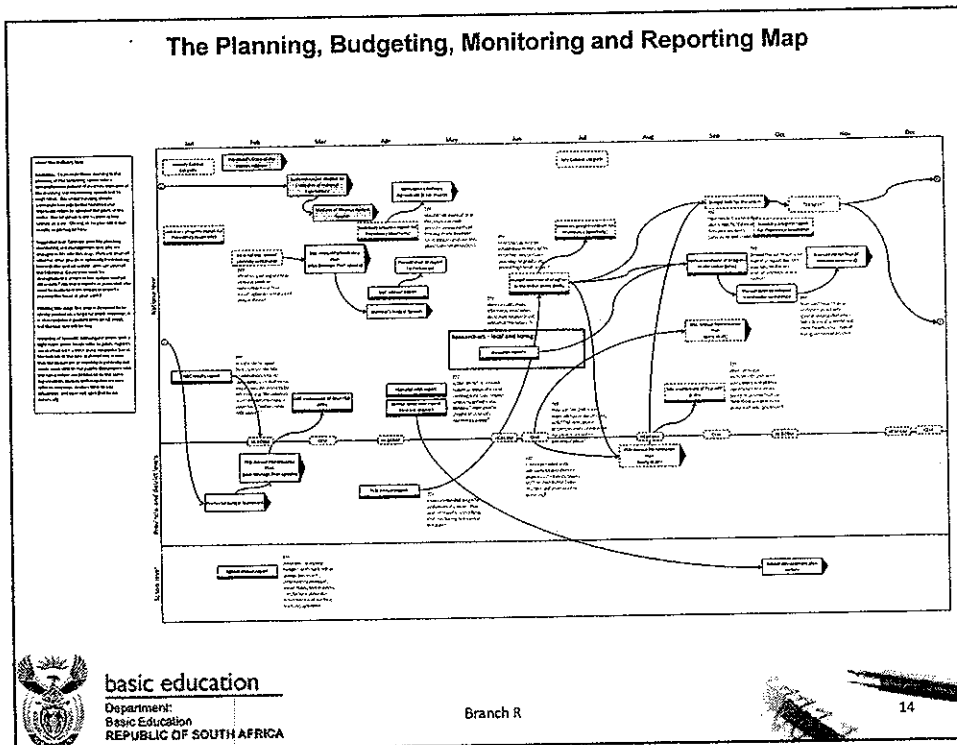
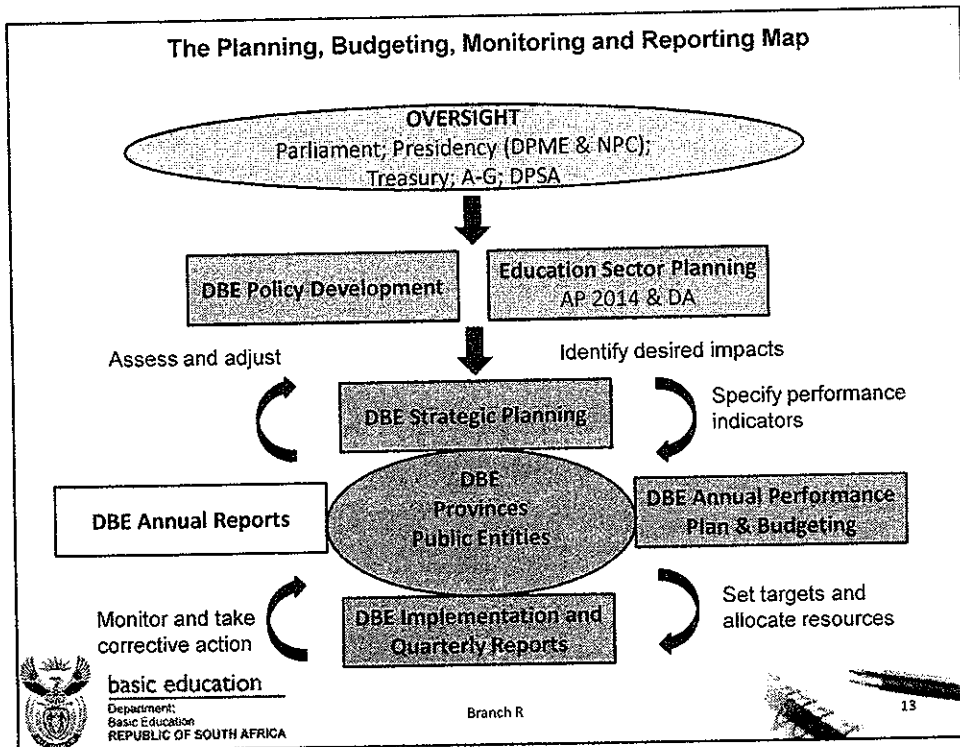
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CONCLUSION

- The Action Plan to 2014 and the Delivery Agreement have served as useful instruments to improve the credibility of our Plans.
- The link between planning, budgeting, implementation and monitoring and evaluation is improving progressively across the system.
- While the challenges remain great, there are reassuring indicators that the system is responding positively to the outcomes-based approach.



Thank you

