



27 February 2013

ANALYSIS OF THE DEPARTMENT OF BASIC EDUCATION ANNUAL REPORT

1. INTRODUCTION

The National Education Act¹ provides for the Minister of Education and their supporting Departments the legislative monitoring responsibilities. It is against this background that the Department of Basic Education's (DBE) role and priorities are tabulated in the DBE Annual Report². This report is specific as far as the roles are concerned, i.e. it maintains that the DBE role is policy formulation, monitoring and evaluation of implementation, and the impact it has on the lives of South Africans. This Annual Report (see also Annual Performance Plan)³ as prepared sets to align deliverables to relevant legislation and policy documents. For instance, this paper for the Select Committee on Education and Recreation provides an outline of five programmes as identified in the DBE APP as strategic priorities:

- Focusing on Teachers, Textbooks and Time (3Ts);
- Issuing and implementation of the CAPS;
- Planning and preparing for the ANA;
- Expanding the workbooks programme; and
- Improving infrastructure to maximise learner performance.

These strategic interventions as outlined above for the period 2011/12 aim to improve learner performance, and are aligned to specific programmes from 1-5 and will be discussed successively:

- Administration

The DBE reported that it has implemented New Organizational Structure, updated persal systems, appointed in key positions i.e. Chief Financial Officers, provided for career pathing and succession plan through professional and personal development and implemented induction and internship programme to facilitate relevant work exposure.

- Curriculum Policy, Support and Monitoring

Amongst deliverables, DBE has started with support and implementation of Curriculum and Assessment Policy Statement (CAPS) and strengthened National Senior Certificate (NSC). This has been done through teacher, provincial and district official capacity building on implementation, orientation and for further implementation until grade 11. Also a National Training Team (NTT) was established to ensure further implementation of CAPS. Standardisation and development of relevant policies, e.g. LTSM policy, National Guidelines

¹ Act 27 (1996)

² Annual Report Presentation (2011/12)

³ Annual Performance Plan and Budget review (2012/13)



for School Library and Information Services, Inclusive Education Strategy and Sign Language Development facilitated uniformity across provinces towards improved learner performance. DBE also embarked in assertive support by capacitating district managers, distribution of workbooks, self-study guides and etc. Responding to the National Development Plan⁴ on ICT, increased access and ICT exposure and its use in improving education, digital classroom developed and 9 provincial ICT response centers are developed supported by Telkom Connectivity Plan.

- Teacher education and Human Resource Development

The DBE highlighted its success in launching an Integrated Strategic Planning Framework for Teacher Education and Development that seeks to regulate recruitments and etc. It also cited its implementation of Goal 16⁵ by ensuring that officials are capacitated to respond to professionalism, methodology and subject knowledge. The supply of educators in the sector is supported by the provision made by Funza Lushaka bursary and lastly upholds the interprovincial collaborations e.g. KZN and Mpumalanga towards CAPS orientation.

- Planning, Quality assessment and Monitoring and Evaluation

Report entails that both ANA and NSC has been successively implemented and proven by NSC rise in performance from 67.8 per cent in 2010 to 73 per cent in March 2012. On infrastructure the challenge is on backlogs attributed to lack of standardised designs and cost model and but not limited the capacity of service providers. The DBE is developing the set guidelines/norms and standards to regulate provision of infrastructure. The report also cited the approval of the National Norms and Standards for School Funding and believed to be imperative in establishing workable scenarios between no fee and fee charging schools.

- Social Responsibility

The report made mentioned of ways DBE has embarked attending to the wellbeing of learners. It has implemented nutrition programme, health screening, LTSM on Sexual Reproductive Health, piloted Care and Supported for Teaching and Learning and lastly a number of schools partake in school sport leagues

Key Issues for Consideration

- It is evident in the annual report and the report of Auditor General that compliance is minimal in terms of submission, how do provinces intends to combat that as it filters across including on financial management?
- There is still a backlog on infrastructure, incapacity and lack of standardised designs and models are reported as the challenge, what plans and strategies are in place to address that. i.e. ablutions, classrooms and etc ? What is the cause of these

⁴ Vision 2030

⁵ Action Plan to 2014



persisting backlogs?

- Certain provinces e.g. Limpopo and Eastern Cape are beneficiaries of the Ministers interventions however their performance still not satisfactory. The Committee need to relook the status of these provinces.
- The persistence of infrastructural backlogs given the additional financial injection remains questionable. The provincial expenditure patterns seem satisfactory. However, there are these backlogs, where are they coming from?
- How do Administration, Teacher and Human Resource Development make provision for the continuous beginning of the year outcry by the temporary educators, schools with no educators (e.g. Eastern Cape), and also how does post-provisioning and Funza Lushaka respond to address excess educators, redeployment and temporary educators?
- What strategies are in place to prioritise the implementation of inclusive education?
- What mechanisms are there to promote inter-provincial collaboration (e.g. KZN and Mpumalanga)? What mechanisms are there for inter-PED to share best practice?

References

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