# EASTERN CAPE DEPARTMENT OF EDUCATION

## 2015/16 – 2019/20

## FIVE-YEAR STRATEGIC PLAN

## VOTE No. 6

## 14 March 2015

## Foreword by Member of the Executive Council for Education

Education, learning and skills are both enablers and drivers of inclusive and sustainable development and it is widely acknowledged that no country can improve the living conditions of its people without significant investment in education.

The African National Congress' adoption of the National Development Plan (NDP) as the roadmap for our country's development with its planning horizon up to 2030 for the first time introduced a veritable long-term strategic planning approach for *inter alia* the Basic Education Sector or schooling system, which by its nature requires such a perspective to manage it effectively.

The five-year period 2015/16 to 2019/20 constitutes the most important five years of the implementation of the NDP and the revised Sector Plan, *Schooling 2030*, since it is during this period that a sound foundation must be laid for the achievement of Government's apex or number one policy outcome of *Quality Basic Education* by 2030, bearing in mind the tremendous challenges confronting the system in this Province.

The NDP and *Schooling 2030* set particular outcomes and targets, which must be realised over the next fifteen years. The NDP's Education Vision for 2030 is as follows:

- By 2030, South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes, with SA learners' performance in international standardised tests comparable to the performance of learners from countries at a similar level of development and with similar levels of access.
- Education should be compulsory up to Grade 12 or equivalent levels in vocational education and training.
- The education, training and innovation system should cater for different needs and produce highly skilled individuals.
- The education system will play a greater role in building an inclusive society, providing equal opportunities and helping all South Africans to realise their full potential, in particular those previously disadvantaged by apartheid policies, namely black people, women and people with disabilities.
- The different parts of the education system should work together allowing learners to take different pathways that offer high quality learning opportunities – linkages between schools, Technical & Vocational Education & Training (TVET) colleges, universities of technology, universities and other providers of education and training – as well as between education and training and the world of work.
- Education should be the most important investment for our country, since it has intrinsic and instrumental value in creating societies that are better able to respond to the challenges of the 21st century.
- Lifelong learning, continuous professional development and knowledge production alongside innovation are central to building the capabilities of individuals and society as a whole.
- South Africa has set itself the goals of eradicating poverty, reducing inequality, growing the economy by an average of 5.4%, and cutting the unemployment rate by 6% by 2030.

In addition, the NDP espouses four (4) long-term goals for the Basic Education Sector as listed below that should be the specific focus over the next 15 years:

- Improving literacy (languages), numeracy/mathematics and science outcomes to 90%;
- Increasing the number of learners eligible to study maths and science-based degrees at university to 450, 0000 (the EC's portion of this amounts to 58, 500);
- Improving performance in international comparative studies i.e. SACMEQ Grade 6 results from 495 to 600 points by 2022, and TIMMS Grade 8 scores from 264 to 420 points by 2023;
- Retaining more learners – between 80 to 90% completion rate in secondary schools.

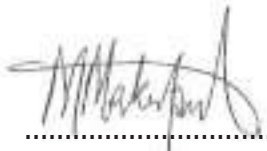
In addition, the Medium-Term Strategic Framework (MTSF) for 2014 to 2019 espouses the following six sub-outcomes/outputs for Basic Education: 1) Improved quality of teaching and learning through development, supply and effective utilisation of teachers; 2) Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM); 3) Improving assessment for learning to ensure quality and efficiency in academic achievement; 4) Expanded access to Early Childhood Development and improvement of the quality of Grade R, with support for pre-Grade R provision; 5) Strengthening accountability and improving management at the school, community and district level; and 6) Partnerships for education reform and improved quality.

The 27 goals/outcomes and 39 indicators of the Sector Plan overlap with those of the NDP and these goals/ outcomes will require improvements in other areas as well and will impact on the Education System as a whole. However, the dire economic prospects for the foreseeable future, which impact adversely on the projected revenue for the national fiscus, will make the achievement of the said outcomes very difficult. The clear message from the Minister of Finance is that no additional funding is available going forward and that all government departments and organs of state are called upon to do more with the money allocated to them.

In the next five year the Department will continue to respond to the challenges of our Country and the province in particular by placing greater focus on improving the quality of education, learning processes and outcomes in its education programme. With minimum resources at our disposal we will continue to be guided by a rights-based and holistic approach to education aiming at the realization of inclusive lifelong learning and knowledge societies.

The Department will promote expanded access to learning opportunities throughout the life cycle and through multiple pathways (formal education, non-formal and informal learning).

We will seek to ensure that education and learning systems are inclusive, rights-based and reflect the diversity of all learners. We will intensify efforts towards achieving gender equality in education by mainstreaming gender in and through education, and gender- specific programming in targeted programme areas.



**……**
**MANDLA MAKUPULA, MPL**
**MEC for EDUCATION**
**EASTERN CAPE PROVINCE**

# DECLARATION

It is hereby certified that this Strategic Plan:
- was developed by the management of the Eastern Cape Department of Education (ECDoE) under the guidance of MEC M Makupula;
- takes into account all the relevant policies, legislation and other mandates for which the ECDoE is responsible;
- accurately reflects the Strategic Goals and Objectives which the ECDoE will endeavour to achieve over the period 2015/16 to 2019/20.

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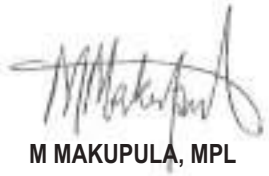

**M MAKUPULA, MPL**
**MEMBER OF THE EXECUTIVE COUNCIL for EDUCATION**

**Date:14-03-2015**

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# PART A: STRATEGIC OVERVIEW

## 1. Vision

To provide learners with opportunities to become productive and responsible citizens through quality basic education

## 2. Mission

To achieve the vision we will:

i. Implement appropriate and relevant educational Programs through quality teaching and learning
ii. Mobilize community and stakeholder support through participation
iii. Institutionalizing a culture of accountability at all levels of the department

## 3. Values

The Vision and Mission are supported by values, based on the Constitution of the Republic of South Africa (Act 108 of 1996) and the **Batho Pele** principles.

As officials of the Department of "**EDUCATION*** and servants of the public we pledge to:

i. serve with **Empathy** and
ii. endeavour at all times to treat learners, colleagues and all other stakeholders with **Dignity** and courtesy
iii. ensure in the spirit of teamwork, to continuously strive for **Unity** as we demonstrate focus, passion for all.

We also undertake

i. to inspire *Confidence* in government service and
ii. fulfill the fundamental principles of *Access* and equity as enshrined in the Constitution of the Republic
iii. while Trust and honesty are the essence of being called upon to display a high level of *Integrity* and accountability in our
iv. a culture of *Ownership* and humility as we make our contribution in molding the future leaders of our beloved *Nation*.

*The letters of the acronym "**EDUCATION**" are employed as the first letters of the eight (8) values: **E**mpathy, **D**ignity, **U**nity, **C**onfidence, **A**ccess, **T**rust, **I**ntegrity, **O**wnership and **N**ation.*

# 4. Legislative and other mandates

Since 1994, a number of policies have been implemented of access to access to quality education without and legislation promulgated to create a framework for discrimination, and makes schooling compulsory for transformation in education and training. The strategic objectives are based on the following constitutional and other legislative mandates and a brief description is given for ease of reference:

## 4.1 Constitutional Mandates

The Constitution of South Africa, 1996 (Act No. 108 of 1996), as amended, requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all with the provision that everyone has the right to basic education, including adult basic education. The fundamental policy framework of the Ministry of Basic Education is stated in the White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System (February 1995).

## 4.2 Legislative Mandates

### 4.2.1 National Legislation

#### 4.2.1.1 The South African Schools Act (SASA), 1996 (Act No. 84 of 1996) as amended

Subject to the National Constitution, it is the highest law in Provinces. It provides a uniform system for the organisation, governance and funding of schools. It promotes access, quality and democratic governance in the schooling system. It ensures that all learners have right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14. It provides for two types of schools — independent schools and public schools. The provision in the Act for democratic school governance through school governing bodies is now in place in public schools countrywide. The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system.

#### 4.2.1.2 The National Education Policy Act, 1996 (Act No. 27 of 1996)

It is the determinant of national policy for education, including the determination of policy on salaries and conditions of employment of educators. It was designed to inscribe in law policies, as well as the legislative and monitoring responsibilities of the Minister of Education, and to formalise relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums to collaborate in developing a new education system. As such, it provides for the formulation of national policies in general and further education and training for, *inter alia*, curriculum, assessment, language policy, as well as quality assurance. NEPA embodies the principle of co-operative governance, elaborated upon in Schedule 3 of the Constitution. The NETF required that a National Education and Training Council (NETC) be established. This Council was established through Regulations dated 9 October 2009.

#### 4.2.1.3 The General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)

It makes provision for the establishment, composition and functioning of the General and Further Education and Training Quality Assurance Council, to provide for quality assurance in general and further education and training, to provide for control over norms and standards of curriculum and assessment, to provide for the issue of certificates at the exit points, to provide for the conduct of assessment and to repeal the South African Certification Council Act, 1986.

#### 4.2.1.4 The Employment of Educators Act, 1998 (Act No. 76 of 1998)

It provides for the employment of educators by the State and for the regulation of the conditions of service, discipline, retirement and discharge of educators. It regulates the professional, moral and ethical responsibilities of educators, as well as competency requirements for teachers. One Act of Parliament and one professional council, the South African Council of Educators (SACE), now govern the historically divided teaching force.

#### 4.2.1.5 The Public Finance Management Act, 1999 (Act No. 1 of 1999) as amended

This Act regulates financial management in the national government and provincial governments, to ensure that all revenue, expenditure, assets and liabilities of those governments are managed efficiently and effectively and to provide for the responsibilities of persons entrusted with financial management in those governments.

#### 4.2.1.6 The Annual Division of Revenue Acts

It provides for the equitable division of revenue raised nationally among the national, provincial and local spheres of government for the respective financial years, to provide for reporting requirements for allocations pursuant to such division, to provide for the withholding and delaying o.1.f payments and to provide for the liability for costs incurred in litigation in violation of the principles of co-operative governance and intergovernmental relations.

#### 4.2.1.7 The Public Service Act, 1994 as amended [Proclamation No 103 of 1994]

It makes provision for the organisation and administration of the public service of the Republic as well as the regulation of the conditions of employment, terms of office, discipline, retirement and discharge of members of the public service.

#### 4.2.1.8 The South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)

This Act provides for the development and implementation of a National Qualifications Framework and for this purpose to establish the South African Qualifications Authority. The NQF is an essential expression, as well as a guarantor of a national learning system where education and training are of equal importance as complementing facets of human competence. The joint launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001 reinforces the resolve to establish an integrated education, training and development strategy that will harness the potential of our young and adult learners.

#### 4.2.1.9 The Adult Basic Education and Training Act, 2000 (Act No. 52 of 2000)

This Act regulates adult basic education and training; to provide for the establishment, governance and funding of public adult learning centres; to provide for the registration of private adult learning centres; and to provide for quality assurance and quality promotion in adult basic education and training.

#### 4.2.1.10 The Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006)

This Act provides for the regulation of further education and training, the establishment of governance and funding of public further education and training colleges, the establishment of governance and funding of public further education and training colleges, the registration of private further education and training colleges, and the promotion of quality in further education and training.

#### 4.2.1.11 The Skills Development Act, 1998 (Act No. 97 of 1998)

This Act allows the Department to provide an institutional framework to devise and implement national, sectorial and workplace strategies to develop and improve the skills of its employees. These strategies must be integrated into the National Qualifications Framework (NQF) of the South African Qualifications Authority Act, 1995. The Department has formulated a skills development plan and continuously upgrades employee skills.

#### 4.2.1.12 The Promotion of Access to Information Act, 2000 (Act No. 2 of 2000)

This Act compels the Department to provide access to information that it possesses when required by anyone to exercise or protect any of his/her rights. The Act is in line with the provision of Section 32 (1) of the Constitution, which states that everyone has the right of access to any information held by the State, and Section 32 (1) (b), which provides for the horizontal application of the right of access to information held by another person when required for the exercise or protection of any rights. The Shared Legal Services and the Legal Directorate deals with queries related to requests for information.

#### 4.2.1.13 Promotion of Administrative Justice Act, 2000 (Act No. 3 of 2000)

The Department recognises that everyone has the right to administrative action that is lawful, reasonable and procedurally fair, as is provided for in this Act.

### 4.2.2 Provincial Legislative Mandates

#### 4.2.2.1 The Eastern Cape Schools Education Act, 1997(Act No. 1 of 1997)

This provincial Act within the ECDoE provides for a uniform education system for the organisation, governance and funding of all schools and makes provision for the specific educational needs of the Province. It provides for the control of education in schools in the Province and for other matters connected therewith.

#### 4.2.2.2 Eastern Cape Schools Education Amendment Act, 2004 (Act No. 5 of 2004)

Through this Act the Eastern Cape Schools Education Act, 1999 is amended to rename the Eastern Cape Education and Training Council, to reflect the Provincial demarcation into Districts and to provide for matters incidental thereto.

#### 4.2.2.3 Education Law Amendment Act No.4 of 1995

**4.2.2.4 Matriculation Examination Regulations.** Eastern Cape Government (ECG) Gazette 350 of 1998.

**4.2.2.5 Regulations on Misconduct.** Eastern Cape Government (ECG) Gazette 415 of 1999.

**4.2.2.6 Regulations relating to the Governing Bodies of ELSEN Schools.** Eastern Cape Government (ECG) Gazette 416 of 1999.

**4.2.2.7 Regulations relating to independent schools.** Eastern Cape Government (ECG) Gazette 766 of 2001.

**4.2.2.8 Regulations Relating to Behaviour of Learners in Public Schools**. Eastern Cape Government (ECG) Gazette 766 of 2001.

**4.2.2.9 Determination in respect of Councils, Academic Boards and Student Representative Councils at Public Further Education and Training Institutions.** Eastern Cape Government (ECG) Gazette 875 of 2002.

**4.2.2.10 Adult Basic Education and Training Regulations**. Eastern Cape Government (ECG) Gazette 2 Eastern Cape Government (ECG) Gazette 917 of 2002.

**4.2.2.11 Regulations on Misconduct.** Eastern Cape Government (ECG) Gazette 978 of 2003.

**4.2.2.12 Regulations relating to the Governing Bodies of Public Schools (Excluding Schools for learners with Special Education Needs).**Eastern Cape Government (ECG) Gazette 1072 of 2003.

**4.2.2.13 Determination of policy relating to scholar transport**. Eastern Cape Government (ECG) Gazette 1010 of 2003.

**4.2.2.14 Determination of Policy relating to the Framework for Provincial, District and School-based Educators (professional development INSET) policy.** Eastern Cape Government (ECG) Gazette 1015 of 2003.

**4.2.2.15 Regulations on the Eastern Cape Education Advisory Council.** (ECG) Gazette 2096 of 2009.

**4.2.2.16 Strategy for Provincial Legislation in Education.** The Member of the Executive Council is envisaging a review of all Provincial legislation.

## 4.3 Policy Mandates

### 4.3.1 The Education White Paper 6 on Inclusive Education, 2001

The White Paper on Inclusive Education explains the intention of the Department of Education to implement inclusive education at all levels in the system by 2020. Such a system will allow for the inclusion of vulnerable learners and reduce the barriers to learning by means of targeted support structures and mechanisms. This, in turn, will improve the participation and retention levels of learners in the education system, particularly with regard to those learners who are prone to dropping out.

### 4.3.2 The National Curriculum Statement (NCS) (Grades R- 12)

This document embodies the vision for general education to move away from a racist, apartheid, rote model of learning and teaching, to a liberating, nation-building and learner-centred outcomes-based initiative. In line with training strategies, the reformulation is intended to allow greater mobility between different levels and between institutional sites as well as to promote the integration of knowledge and skills through learning pathways. Its assessment, qualifications, competency and skills-based framework encourage the development of curriculum models that are aligned to the NQF in theory and practice.

### 4.3.3 The Education White Paper on Early Childhood Development, (2000)

It provides for the expansion and full participation of 5-year olds in pre-school reception grade education by 2010, as well as for an improvement in the quality PROGRAM, curricula and teacher development for 0 – 4 year olds, and 6 to 9 year olds.

### 4.3.4 The Transforming Public Service Delivery (*Batho Pele)* White Paper

This paper is based on eight transformation principles. The Department has recognized that transforming its service delivery is key to guaranteeing that the basic needs of citizens in the Eastern Cape Province are met, and, as such, the Department has set out to be more effective in improving its service delivery by doing a public opinion survey. Programmes in the Department are aligned to the principle of redirecting resources to previously under-resourced

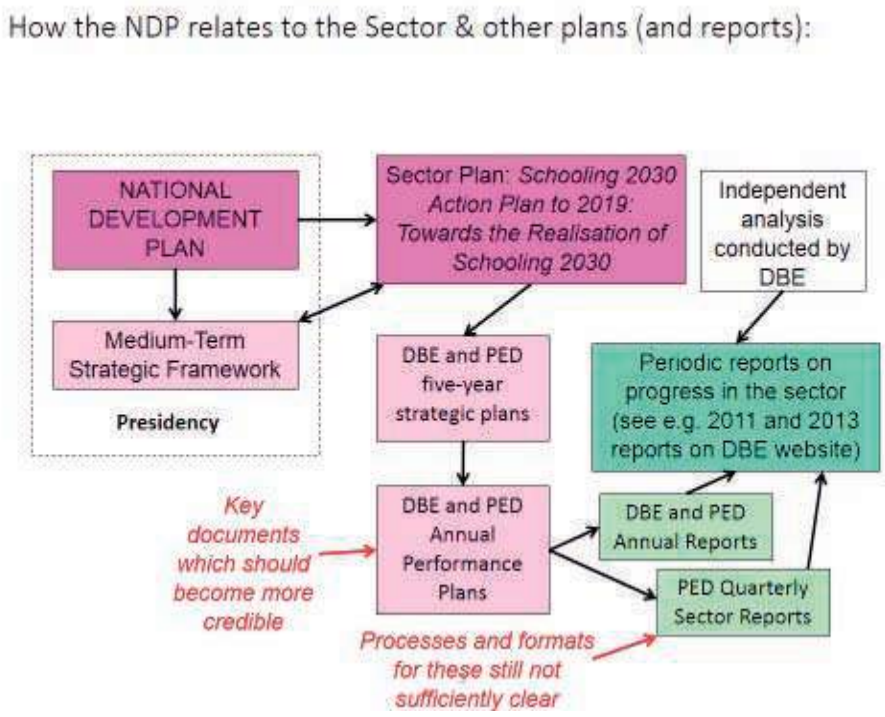
groups, defining service standards by using outputs, targets and performance indicators, human resource development and organisational capacity to support service delivery needs, seeking partnerships with the private sector, non-governmental organisations (NGOs) and community based organisations (CBOs) and the development of customer care that is sensitive to issues of race, gender and disability.

## 4.4 Planned Policy Initiatives

The roadmap for developing the ECDoE Strategic Plan 2015/16 to 2019/20 entailed, amongst other things, the review of the National and Provincial Policy Frameworks, situational analysis, planned interventions and programmes, the 2015/16 Budget and MTEF Estimates. A brief synopsis of this process is outlined below:

### 4.4.1 National Development Plan (NDP)

The NDP in terms of policy hierarchy is the country's comprehensive macro-policy framework and its linkage to other policy documents is outlined in the diagram below.



The NDP's Education Vision for 2030 is as follows:

- By 2030, South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes, with SA learners' performance in international standardised tests comparable to the performance of learners from countries at a similar level of development and with similar levels of access.
- Education should be compulsory up to Grade 12 or equivalent levels in vocational education and training.
- The education, training and innovation system should cater for different needs and produce highly skilled individuals.
- The education system will play a greater role in building an inclusive society, providing equal opportunities and helping all South Africans to realise their full potential, in particular those previously disadvantaged by apartheid policies, namely black people, women and people with disabilities.
- The different parts of the education system should work together allowing learners to take different pathways that offer high quality learning opportunities. Linkages between schools, FET colleges, universities of technology, universities and other providers of education and training, as well as between education and training and the world of work are envisaged.
- Education should be the most important investment for our country, since it has intrinsic and instrumental value in creating societies that are better able to respond to the challenges of the 21st century.
- Lifelong learning, continuous professional development and knowledge production alongside innovation are central to building the capabilities of individuals and society as a whole.
- South Africa has set itself the goals of eradicating poverty, reducing inequality, growing the economy by an average of 5.4%, and cutting the unemployment rate by 6% by 2030.

In addition, the NDP espouses four (4) long-term goals for the Basic Education Sector as listed below that should be the specific focus over the next 18 years:

- Improving literacy (languages), numeracy/mathematics and science outcomes to 90%;
- Increasing the number of learners eligible to study Mathematics and science-based degrees at university to 450, 0000;
- Improving performance in international comparative studies i.e. SACMEQ Grade 6 results from 495 to 600 points by 2022, and TIMSS Grade 8 scores from 264 to 420 points by 2023;
- Retaining more learners by achieving a completion rate in secondary schools of between 80 – 90%.

These goals will require improvements in other areas as well and will impact on the education system as a whole.

Other NDP long-term goals are the following:

- Make 2 years of quality pre-school enrolment for 4 & 5 year olds compulsory before Grade 1;
- Define and phase in a comprehensive package of services for all young children;
- Employ 160, 000 more teachers to reduce the teacher/learner ratio from 1:33 to 1:22;
- Implement an entry qualification (ACE) for all principals;
- Give additional support to SGBs and develop a strong sense of community ownership;
- Eradicate infrastructure backlogs so that all schools meet the minimum standards by 2016; and
- Undertake an infrastructure audit to enable proper planning – by 2030 all schools should have high quality infrastructure.

The Chapter 9 of the NDP needs to be read in conjunction with *Schooling 2030* - the current long-term Strategic Plan for the Basic Education Sector, since the two policy frameworks are complementary.

### 4.4.2 Schooling 2030 and the 27 Goals

*Schooling 2030* is a long-term strategic plan for the Basic Education Sector which will allow for the monitoring of progress against a set of measurable indicators covering all aspects of basic education including amongst others , enrolments and retention of learners, teachers, infrastructure, school funding, learner well-being and school safety, mass literacy and educational quality.

By 2030 we must see the following in every South African school:

- Learners who attend school every day and are on time, doing their schoolwork, in school and at home, and knowing their school will do everything possible to get them to learn what they should.
- Teachers, who have received the training they require, are continuously improving their capabilities and are confident in their profession.
- A school principal who ensures that teaching in the school takes place as it should.
- Parents who are well informed about what happens in the school, and receive regular reports about how well their children perform against clear standards.
- LTSM in abundance and of high quality - national Minimum Schoolbag policy
- School buildings and facilities that are spacious, functional, safe and well maintained.

*Schooling 2030* has 27 goals, which includes the13 goals to be achieved related to learning and enrolment, and the 14 areas in education which need to be improved to reach the 13 goals. It emphasises the importance of tackling poor learning outcomes in a two-pronged focus on learning outcomes, which again differentiates the 27 goals as follows:

Foreground Goals 1 – 6: focusing on attainment of minimum quality standards improvements, which parents & learners can observe directly (chalk face);
Background Goals 7 – 13: focusing on average level of educational quality - important improvements that may not concern parents and learners directly i.e. school administration systems (back office operations); and

The remaining 14 goals deal with things that must happen for the output goals to be realised.

The Department of Basic Education (DBE) also developed ***Action Plan to 2019: Towards the Realisation of Schooling 2030*** from *Schooling 2030.* The following table shows the relationship between the Schooling 2030 and the Action Plan to 2019 and existing Departmental Strategic Goals, Strategic Objectives and Performance Measures.

| ***SCHOOLING 2030* AND *ACTION PLAN TO 2019*** | **DEPARTMENTAL STRATEGIC GOALS, STRATEGIC OBJECTIVES AND PERFORMANCE MEASURES** |
|---|---|
| 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 | **SG2 SO2.2**: To increase the percentage of Grade 3,6 and 9 learners performing at required levels in language and mathematics<br>**PPM705:** Number of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)<br>**PPM706:** Number of Grade 3 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA) |

| ***SCHOOLING 2030* AND *ACTION PLAN TO 2019*** | **DEPARTMENTAL STRATEGIC GOALS, STRATEGIC OBJECTIVES AND PERFORMANCE MEASURES** |
|---|---|
| 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 | **SG2 SO2.2**: To increase the percentage of Grade 3,6 and 9 learners performing at required levels in language and mathematics<br>**PPM707:** Number of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)<br>**PPM708:** Number of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA) |
| 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 | **SG2 SO2.2**: To increase the percentage of Grade 3,6 and 9 learners performing at required levels in language and mathematics<br>**PPM709**: Number of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)<br>**PPM710:** Number of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA) |
| 4. Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university | **PPM702:** Number of Grade 12 learners passing at Bachelor level in the National Senior Certificate (NCS) |
| 5. Increase the number of Grade 12 learners who pass *mathematics* | **SG2 SO2.4**: To increase the number of Grade 12 learners who pass Mathematics and Physical Sciences<br>**PPM703:** Number of Grade 12 learners achieving 50% or more in Mathematics |
| 6. Increase the number of Grade 12 learners who pass physical science | **SG2 SO2.4:** To increase the number of Grade 12 learners who pass Mathematics and Physical Sciences<br>**PPM704:** Number of Grade 12 learners achieving 50% or more in Physical Science |
| 7. Improve the average performance in languages of Grade 6 learners | **SG2 SO2.2:** To increase the percentage of Grade 3,6 and 9 learners performing at required levels in Language and Mathematics<br>**PPM707:** Number of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA) |
| 8. Improve the average performance in mathematics of Grade 6 learners | **SG2 SO2.2:** To increase the percentage of Grade 3,6 and 9 learners performing at required levels in language and mathematics<br>**PPM708:** Number of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA) |
| 9. Improve the average performance in *mathematics* of *Grade 8* learner | **SG2.SO2.2**: To increase the percentage of Grade 3,6 and 9 learners performing at required levels in language and mathematics |
| 10. Ensure that all children remain effectively enrolled in school up to the year in which they turn 15 | **SG1 SO1.2:** Increase access to education in public ordinary schools |
| 11. Improve the access of children to quality early childhood development (ECD) below Grade 1 | **SG1 SO1.1:** To improve access of children to quality ECD<br>**PPM501:** Number of public schools that offer Grade R |

| ***SCHOOLING 2030* AND *ACTION PLAN TO 2019*** | **DEPARTMENTAL STRATEGIC GOALS, STRATEGIC OBJECTIVES AND PERFORMANCE MEASURES** |
|---|---|
| | **PPM502**: Percentage of learners who have received formal Grade R education |
| 12. Improve the grade promotion of learners through the Grades 1 to 9 phases of school | **SG3 SO3.2:** To implement quality assurance measures, assessment policies, and systems to monitor school and learner performance<br>**SG2 SO2.6:** To improve systems for monitoring of learner performance, administration of assessments and utilization of examination question banks across the system |
| 13. Improve the access of youth to Further Education and Training beyond Grade 9 | **SG1 SO1.5:** Increase access to education in public Technical and Vocational Education and Training (TVET) colleges |
| 14. Attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession | **SG4 SO4.1:** To ensure talent management and attraction of young motivated and appropriately trained employees |
| 15. Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided | **SG1 SO1.4:** To provide infrastructure, financial, material, human and ICT to schools |
| 16. Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers | **SG4SO4.1:** To develop and enhance the professional and technical capacity and performance of educators |
| 17. Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction | **SO5.2:** To implement an integrated health and wellness programme including programmes catering for learner welfare |
| 18. Ensure that learners cover all the topics and skills areas that they should cover within their current school year | **SO 2.6:** To improve systems for monitoring of learner performance, administration of assessments and utilization of examination question banks across the system |
| 19. Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy | **SG2 SO2.5:** To increase access to high quality teaching-learning materials |
| 20. Increase access amongst learners to a wide range of media, including computers, which enrich their education | **PPM207:** Number of schools provided with media resources |
| 21. Ensure that the basic annual management processes occur across all schools in the country in a way that contributes towards a functional school environment | **SO4.5:** To promote leadership development for improved organizational efficiency |
| 22. Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively | **SG.1 SO1.4:** To provide infrastructure, financial, material, human and ICT to schools |
| 23. Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach | **SG.1 SO1.4:** To provide infrastructure, financial, material, human and ICT to schools<br>**PPM601:** Number of schools provided with water supply<br>**PPM602:** Number of public ordinary schools provided with electricity supply<br>**PPM603:** Number of public ordinary schools provided with sanitation facilities<br>**PPM604:** Number of classrooms built in public ordinary schools |

| ***SCHOOLING 2030* AND *ACTION PLAN TO 2019*** | **DEPARTMENTAL STRATEGIC GOALS, STRATEGIC OBJECTIVES AND PERFORMANCE MEASURES** |
|---|---|
| | **PPM605:** Number of specialist rooms built in public ordinary schools<br>**PPM606:** Number of new schools completed and ready for occupation (includes replacement schools)<br>**PPM607:** Number of new schools under construction (includes replacement schools)<br>**PPM608:** Number of Grade R classrooms built<br>**PPM609:** Number of hostels built<br>**PPM610:** Number of schools undergoing scheduled maintenance |
| 24. Use the school as a location to promote access amongst children to the full range of public health and poverty reduction interventions | **SG5 SO.5.2:** To implement an integrated health and wellness Programme including programmes catering for learner welfare |
| 25. Increase the number of schools which effectively implement the inclusive education policy and have access to centres which offer specialist services | **SG1 SO1.3:** Increase access to inclusive and specialised education and access to centres which offer specialist services<br>**PPM201:** Number of full service schools servicing learners with learning barriers |
| 26. Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partly through better use of e-Education | **SG3 SO3.3:** To improve the quality of monitoring and support provided to schools by the Department<br>**SG3 SO3.4:To** strengthen governance for effective and functionality of schools<br>**SG3 SO3.5**: To improve systems for effective management and administration of schools |

## 4.5. Medium-Term Strategic Framework (MTSF): 2014 to 2019

### 4.5.1 Quality basic education

The MTSF translated the Governing Party's 2014 Election Manifesto programmatically, formulated sub-outcomes in line with the Government's No. one policy outcome of ***Quality of Basic Education*** to be achieved by 2030, and set medium-term targets, in this case for the Basic Education Sector, and is summarised below.

Education plays an important role in equalising individuals' life chances, promoting economic mobility, advancing economic growth, creating employment, eradicating poverty and reducing inequality. Improving the quality of education requires further improvements in early childhood development, investment in school infrastructure and facilities, effective school management and substantial improvements in literacy and numeracy.

The NDP's vision for 2030 is that South Africans should have access to education and training of the highest quality, characterised by significantly improved learning outcomes. The NDP incorporates key targets set out in the Basic Education Sector *Plan (Action Plan to 2019: Towards the Realisation of Schooling 2025).* Targets for 2030 include improved retention of learners and improved learning outcomes. All children between ages 7 and 18 should be in school and 65% of learners should be in class groups appropriate to their age by 2019.

Currently, Grade R enrolment has reached near universal enrolment and more than 90% of learners aged between 7 and 15 are enrolled in school. However, many learners from poor communities drop-out of school after grade 9 and leave without a senior certificate or alternative qualification. By 2019, 60% of each age cohort should receive either a National Senior Certificate or an alternative vocational or further education and training qualification.
While improvements in enrolment and school completion are important, the key measures relate to quality and learning achievements. The national target for 2019 is that 75% of learners tested through the Annual National Assessments (ANA) in Grades 3, 6 and 9 should achieve above 50% in both literacy/ languages and numeracy/mathematics. This would be a major improvement from current ANA scores. The ANA system will also have to be improved to allow for technically sound comparison across years. International benchmarks will continue to be used (including the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) and the Trends in International Mathematics and Science Study (TIMSS)). These targets are set against the background of some signs of a turnaround in the basic education system. Initiatives to sustain and accelerate improvements in school performance include the following:

- Measures to improve school governance, leadership and accountability, including competency criteria and management support for principals and district officials, to ensure that teachers are on time, teaching and cover the whole curriculum;
- Investment in school buildings and maintenance, to address backlogs, replace inappropriate buildings, and meet minimum standards for sanitation and school facilities;
- Support for teacher development and improved training of future teachers, building on the Funza Lushaka bursary scheme;
- Assurance that every learner has access to the required textbooks in every learning area and grade;
- Strengthen the quality of the current provision of Grade R while ensuring that adequate planning is undertaken to expand provision to pre-Grade R;
- Further expansion of early childhood development programmes, driven by the social development sector, contributing to improved school readiness of 5-6 year-olds;
- Implementation of school safety programmes to ensure learner well-being, including zero-tolerance of bullying and abuse of learners; and
- To support social cohesion, introducing African languages to schools in a phased approach.

The following are Basic Education MTSF sub-outcomes/outputs for the period 2015/16 to 2019/20:

**Output 1:** Improved quality of teaching and learning through development, supply and effective utilisation of teachers;

**Output 2:** Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM);

**Output 3:** Improving assessment for learning to ensure quality and efficiency in academic achievement;

**Output 4:** Expanded access to Early Childhood Development and improvement of the quality of Grade R, with support for pre-Grade R provision;

**Output 5:** Strengthening accountability and improving management at the school, community and district level; and

**Output 6:** Partnerships for education reform and improved quality.

# 5. SITUATIONAL ANALYSIS

## 5.1 Service Delivery Environment

Although there has been some improvement in the quality of teaching and learning in the Province since the introduction of the ANA, the biggest service delivery challenge confronting the Basic Education Sector in the country in general and the Province in particular still remains the relatively poor quality of education in seventy to eighty percent of public schools as was the case for the previous five years. The poor quality of teaching and learning has been validated by numerous studies and evaluations such as ANA, National Senior Certificate (NSC) results and research conducted on behalf of the Department of Basic Education and International Studies like SACMEQ and TIMMS. The Department will, therefore, continue in the next five years with the focused orientation of the last two financial years towards achieving Government's apex or number one national policy outcome of ***Quality of Basic Education*** by 2030. With this in mind, it has further simplified the conceptualisation of its performance into the accelerate the implementation of the National Strategy on Learner Attainment (NSLA) in schools and Districts with an increased focus on Teacher Development for those teachers in schools and Districts that performed below 50% in the 2014 ANA and 60% in the 2014 NSC examinations:

- Curriculum Management and Delivery;
- Resourcing Schooling;
- Financing Education;
- Human Resource Demand, Supply and Utilisation;
- Infrastructure Management and Delivery; and
- Leadership, Management and Administration of Education.

In order to achieve the 60% pass rate targets for the proxy indicators, set by the Department of Planning Monitoring and Evaluation in The Presidency, for Literacy/Languages and Numeracy/Mathematics in Grades 3, 6 and 9 by 2014 for improving the quality of Basic Education, Annual National Assessments (ANA) were rolled out to all learners in Grades 3 and 6 for the first time in 2011 and Grade 9 in 2012. In line with the progressive pass rate targets set in the *Action Plan to 2019: Towards the Realisation of Schooling 2030* for the nine Provincial Education Departments (PEDs), the Department decided on the following pass rate targets to be achieved in ANA and NSC by 2019/20, in addition to improving the NSC pass rate from 75% to 85%:

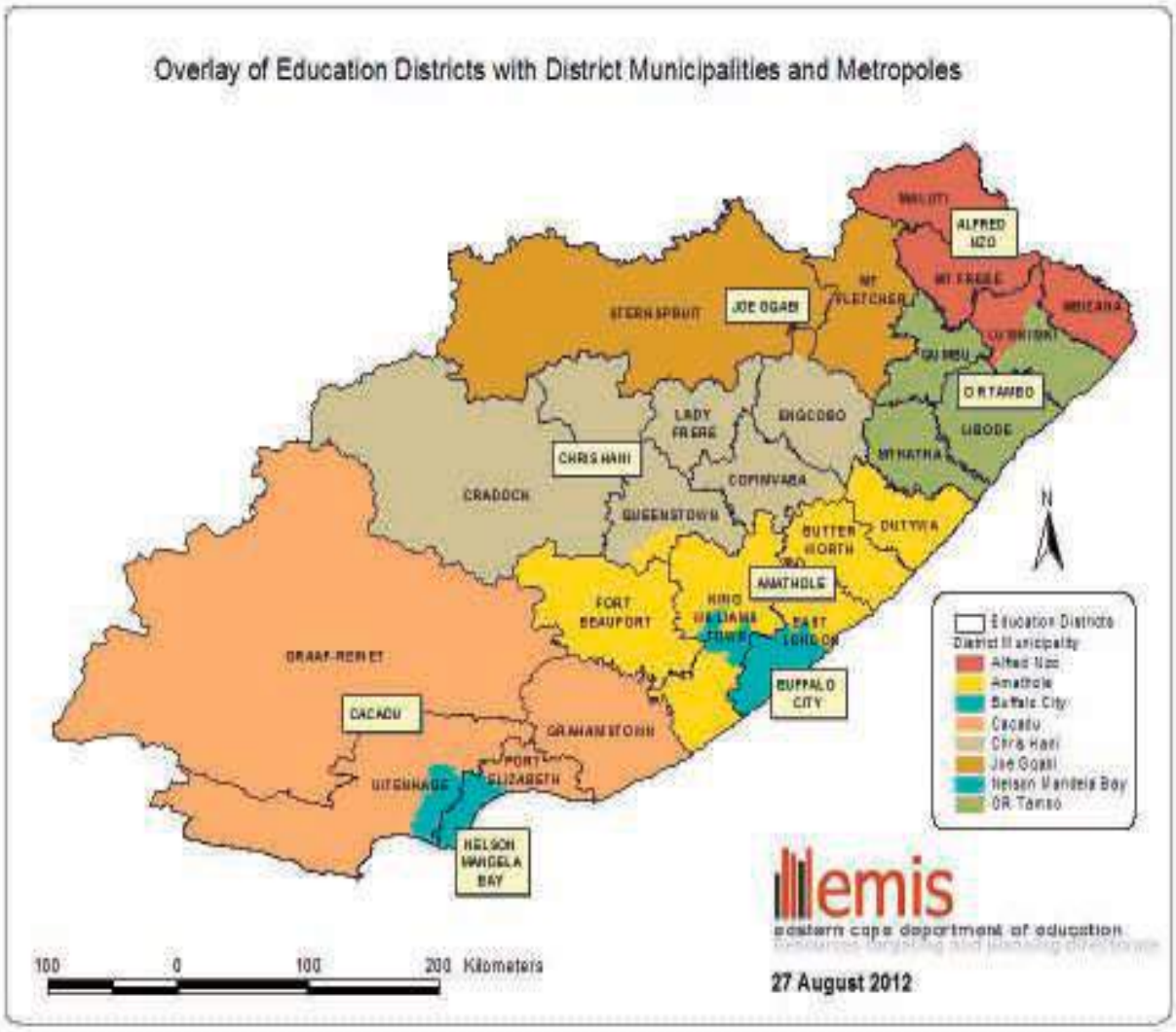
| Grade | Subject | Pass Rate |
|---|---|---|
| Grade 3: | Home Language | between 58% and 70%; |
| Grade 3: | Mathematics | between 60% and 68%; |
| Grade 6: | Home Language | between 55% and 69%; |
| Grade 6: | Mathematics | between 50% and 71%; |
| Grade 9: | Home Language | between 40% and 74%; |
| Grade 9: | Mathematics | between 45% and 75%; |
| Grade 12: | Bachelor's | between 22% and 35%; |
| Grade 12: | Mathematics | between 27% and 56%; and |
| Grade 12: | Physical Science | between 27% and 56%. |

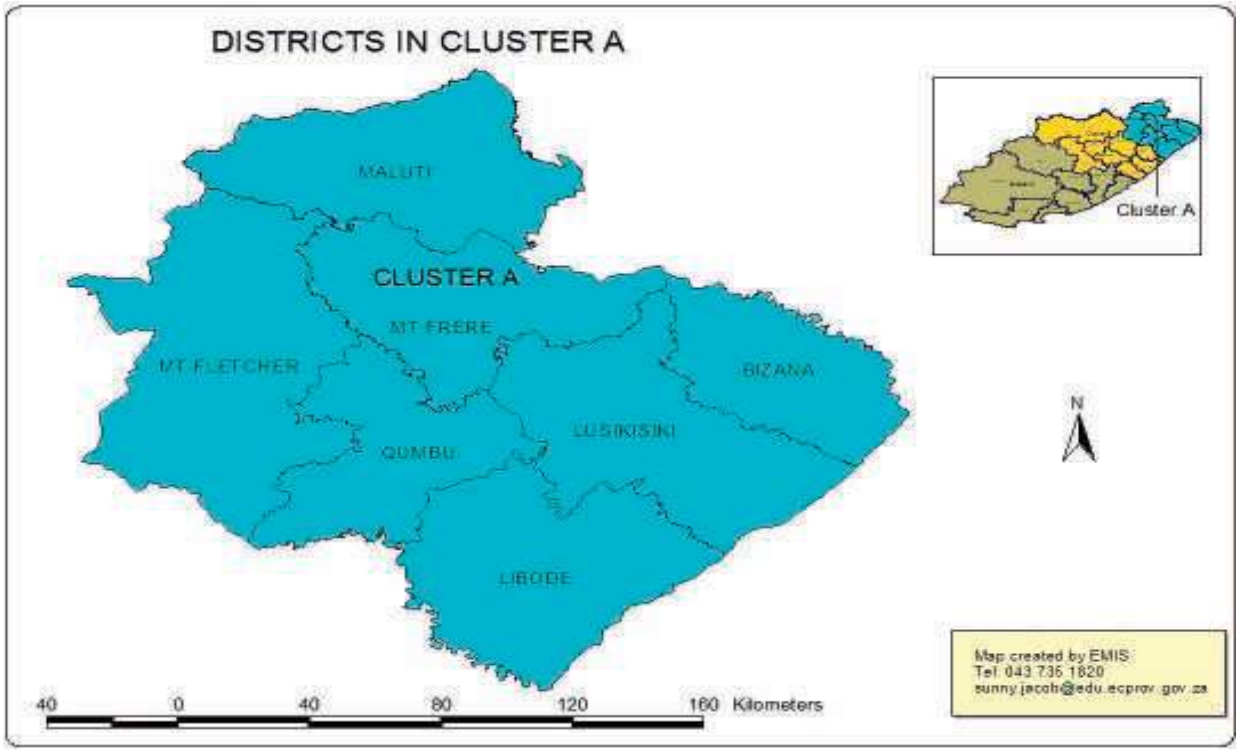
Key to the improvement of the quality of Basic Education in the Province is greater emphasis on Continuing Professional Teacher Development CPTD). Other concomitant and/or related challenges are inefficiencies in the system such as the over-expenditure in the compensation of employees (in particular teachers) due to excess teachers in the system; about fifty percent of are unviable schools as they are very small to small and need to be rationalised, the functionality of most schools need to be enhanced through better management and governance; the Department is confronted with a school infrastructure backlog estimated at R54 billion; the shortage of teachers in the Foundation Phase for Afrikaans and Sesotho, and for subjects like Accounting, Agriculture, Mathematics and

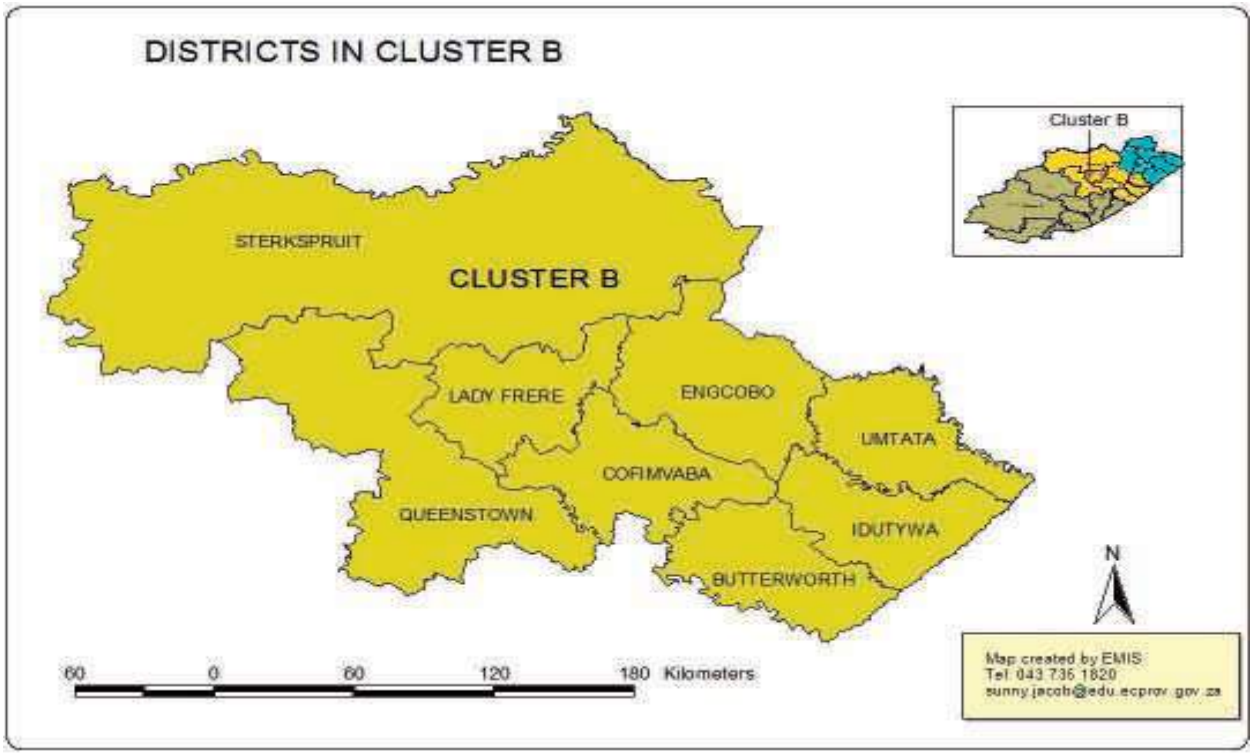
Physical Science, whilst there is an oversupply of teachers in other subjects like Geography and Life Orientation; most teachers are not teaching the prescribed tuition time; and the increasing lack of learner discipline.

With a view to improving school functionality all Districts developed District Improvement Plans for the 2015 academic year based on their School and Circuit Improvement Plans. The rationalisation of very small and small needs to be taken into consideration when existing inappropriate and unsafe structures have to be replaced. A related aspect is the availability of hostel accommodation and learner transport where schools have to be closed down. With the majority of schools having migrated to Section 21 status and thus receiving their school allocations directly, more is being done to enhance school management and governance, especially in under-performing schools.

The maps below depict the overlay between Education and District and Metropolitan Municipality boundaries and the demarcation of the 23 Education Districts into 3 Clusters.




DISTRICTS IN CLUSTER A
MALUTI
CLUSTER A
MT FRERE
MT FLETCHER
BIZANA
QUMBU
LUSIKISIKI
LIBODE
Cluster A
N
Map created by EMIS
Tel: 043 735 1820
sunny.jacob@edu.ecprov.gov.za
40 0 40 80 120 160 Kilometers


DISTRICTS IN CLUSTER B
Cluster B
STERKSPRUIT
CLUSTER B
LADY FRERE
ENGCOBO
UMTATA
COFIMVABA
QUEENSTOWN
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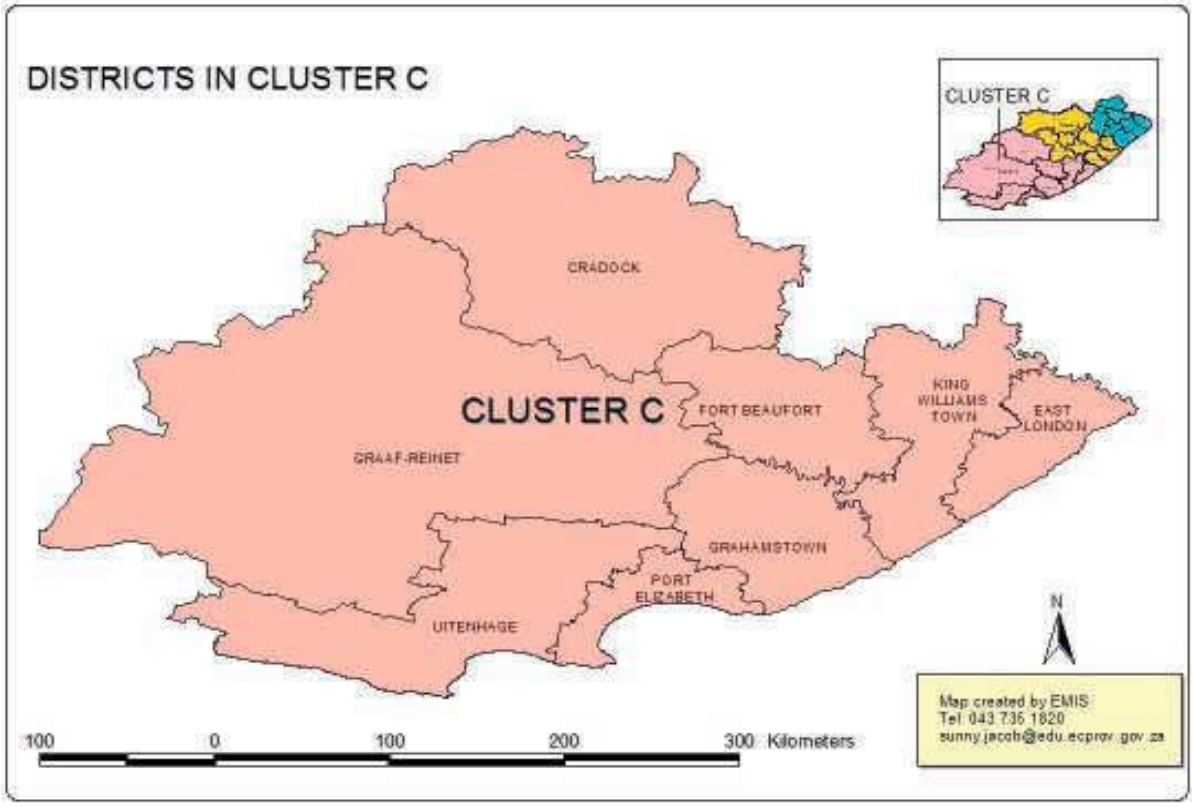



## 5.2 Overview of Schools and Learners in the Province:

The environment in which the Department has to deliver services during the planning period in question, based on the Education Management Information System Snap Survey (SS) of 2014, involves a total of 6 083 institutions. This is made up of 884 Secondary Schools, 2 058 Combined or Junior Secondary Schools, 2 759 Primary Schools, 42 schools for Learners with Special Educational Needs, 47 Early Childhood Development (ECD) Centres, 293 Adult Education and Training Centres (AET) and 187 registered Independent schools. There were 1 946 191 learners in public ordinary schools, with 137 774 of these being Grade R learners in public schools.

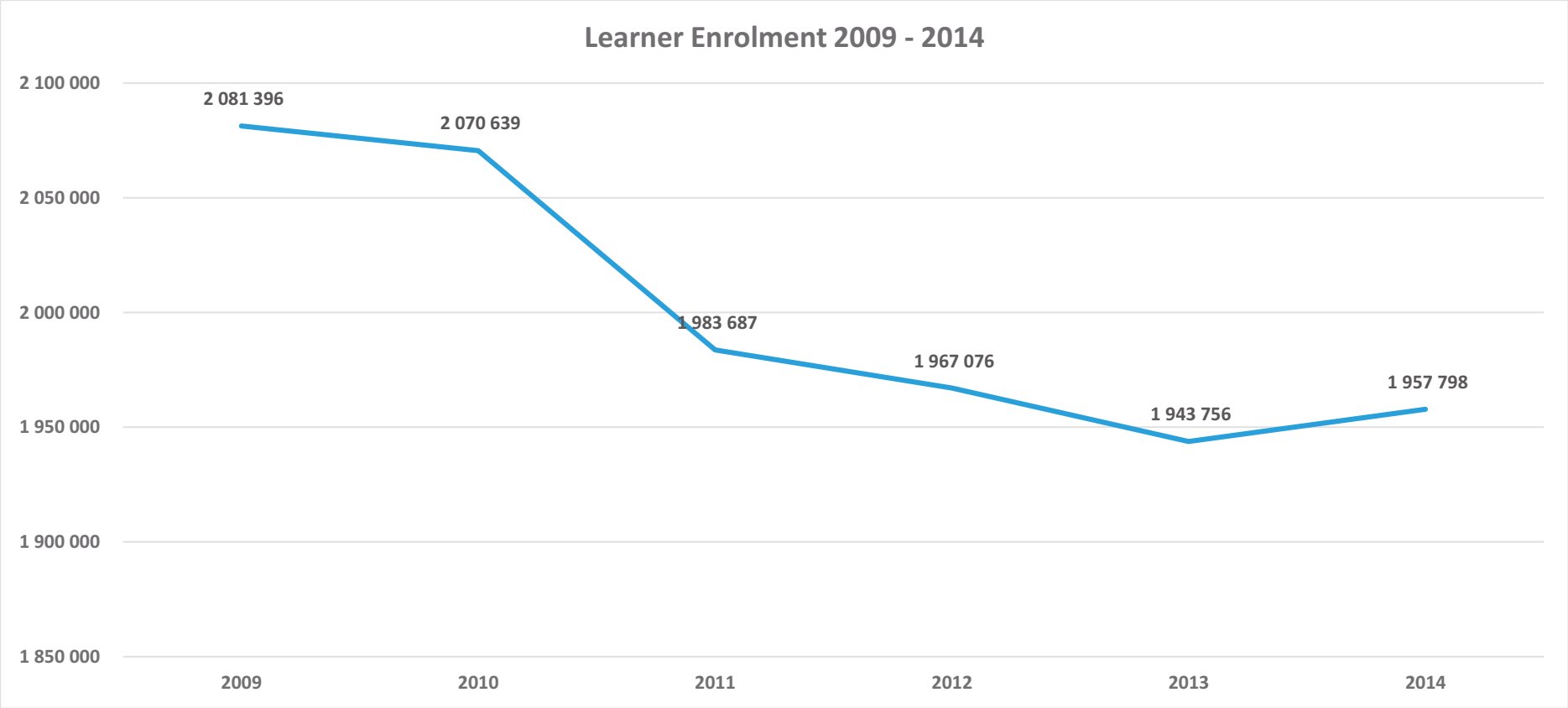



**Figure 1:** Learner Enro ment 2009 to 2014

The graph shows the steady decrease of earner numbers from 2009 to 2013 (Pre-Grade R to Gr12). Learner numbers decreased from 2 081 396 n 2009 to 1 957 798 n 2014. The F gure 2 be ow captures the same nformat on n tabu ar form.

## Learner Enrolment by Grade per District (2014)

| District | Pre-Grade1 | Grade R | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Other | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BUTTERWORTH | 177 | 8 079 | 8 457 | 7 552 | 6 976 | 6 443 | 6 012 | 5 604 | 5 806 | 5 730 | 5 991 | 7 366 | 6 001 | 4 123 | - | 84 317 |
| COF MVABA | 143 | 5 075 | 6 432 | 5 732 | 5 019 | 4 912 | 4 321 | 4 283 | 4 273 | 4 172 | 4 458 | 4 069 | 3 808 | 1 843 | - | 58 540 |
| CRADOCK | 74 | 2 307 | 2 894 | 2 387 | 2 178 | 2 171 | 1 926 | 1 802 | 1 611 | 1 920 | 2 129 | 1 828 | 1 366 | 715 | - | 25 308 |
| DUTYWA | 239 | 8 073 | 9 719 | 8 904 | 8 232 | 7 812 | 7 345 | 6 966 | 7 240 | 6 729 | 6 366 | 7 479 | 6 142 | 3 838 | - | 95 084 |
| EAST LONDON | 1 038 | 10 804 | 13 684 | 12 736 | 11 983 | 11 186 | 9 824 | 8 754 | 8 311 | 8 879 | 10 791 | 11 878 | 9 927 | 6 294 | - | 136 089 |
| FORT BEAUFORT | 178 | 3 853 | 4 068 | 3 722 | 3 601 | 3 282 | 2 720 | 2 507 | 2 614 | 2 481 | 3 256 | 2 944 | 2 628 | 1 904 | - | 39 758 |
| GRAAFF-RE NET | 3 | 2 016 | 2 805 | 2 549 | 2 388 | 2 420 | 2 110 | 1 901 | 2 041 | 1 865 | 2 243 | 1 870 | 1 300 | 886 | - | 26 397 |
| GRAHAMSTOWN | 147 | 2 473 | 3 105 | 2 829 | 2 497 | 2 419 | 2 223 | 2 063 | 2 094 | 2 488 | 2 915 | 2 463 | 2 174 | 1 411 | 5 | 31 306 |
| K NG W LL AM'S TOWN | 487 | 9 272 | 10 760 | 9 489 | 8 718 | 7 891 | 6 612 | 6 322 | 6 379 | 7 096 | 7 385 | 8 393 | 7 417 | 5 473 | 24 | 101 718 |
| LADY FRERE | 39 | 3 665 | 4 396 | 3 708 | 3 272 | 3 030 | 2 726 | 2 396 | 2 596 | 2 463 | 2 515 | 3 517 | 3 035 | 1 582 | - | 38 940 |
| L BODE | 156 | 13 621 | 18 574 | 17 292 | 16 192 | 15 142 | 14 332 | 13 439 | 13 143 | 12 648 | 12 127 | 13 786 | 12 279 | 5 672 | - | 178 403 |
| LUS K S K | 21 | 9 193 | 12 270 | 11 553 | 10 992 | 10 388 | 9 636 | 9 111 | 9 252 | 8 345 | 7 870 | 9 419 | 5 831 | 2 559 | - | 116 440 |
| MALUT | 254 | 5 812 | 6 987 | 6 464 | 6 128 | 6 034 | 5 477 | 5 238 | 5 302 | 5 095 | 5 051 | 6 335 | 4 257 | 2 063 | - | 70 497 |
| MB ZANA | 70 | 8 334 | 11 573 | 11 218 | 10 387 | 10 067 | 9 365 | 9 218 | 8 940 | 8 548 | 8 082 | 9 127 | 6 302 | 3 158 | - | 114 389 |
| MT FLETCHER | - | 3 671 | 4 566 | 3 982 | 3 521 | 3 627 | 3 206 | 3 108 | 3 502 | 3 282 | 3 523 | 3 932 | 3 700 | 1 750 | - | 45 370 |
| MT FRERE | 984 | 9 737 | 12 174 | 11 199 | 10 488 | 9 847 | 8 984 | 8 545 | 8 728 | 8 138 | 7 653 | 9 526 | 7 260 | 3 890 | - | 117 153 |
| MTHATA | 436 | 12 666 | 14 630 | 13 493 | 13 051 | 11 615 | 10 942 | 10 703 | 11 260 | 10 856 | 10 951 | 16 242 | 11 301 | 6 193 | - | 154 339 |
| NGCOBO | 14 | 6 159 | 7 542 | 6 691 | 6 088 | 5 968 | 5 499 | 5 171 | 5 183 | 4 823 | 4 476 | 4 769 | 4 008 | 1 860 | - | 68 251 |
| PORT EL ZABETH | 716 | 13 503 | 19 811 | 17 514 | 15 884 | 15 263 | 13 472 | 12 416 | 12 048 | 12 059 | 14 484 | 14 195 | 11 903 | 7 848 | 83 | 181 199 |
| QUEENSTOWN | 158 | 4 903 | 5 929 | 5 328 | 5 143 | 4 736 | 4 253 | 3 943 | 3 974 | 4 221 | 4 627 | 4 436 | 4 115 | 3 257 | - | 59 023 |
| QUMBU | 97 | 6 148 | 6 643 | 6 064 | 5 777 | 5 347 | 4 929 | 4 464 | 4 722 | 4 261 | 4 493 | 7 008 | 4 584 | 1 364 | - | 65 901 |
| STERKSPRU T | 137 | 4 231 | 6 247 | 5 689 | 5 390 | 5 058 | 4 595 | 4 260 | 4 318 | 4 351 | 4 626 | 5 061 | 3 990 | 2 350 | - | 60 303 |
| U TENHAGE | 156 | 7 060 | 10 453 | 8 485 | 8 019 | 7 870 | 6 534 | 6 213 | 6 116 | 6 480 | 7 248 | 6 367 | 4 895 | 3 177 | - | 89 073 |
| **Total** | **5 724** | **160 655** | **203 719** | **184 580** | **171 924** | **162 528** | **147 043** | **138 427** | **139 453** | **136 930** | **143 260** | **162 010** | **128 223** | **73 210** | **112** | **1 957 798** |

**Figure 2:** Learner Enro ment per Grade per D str ct for 2014

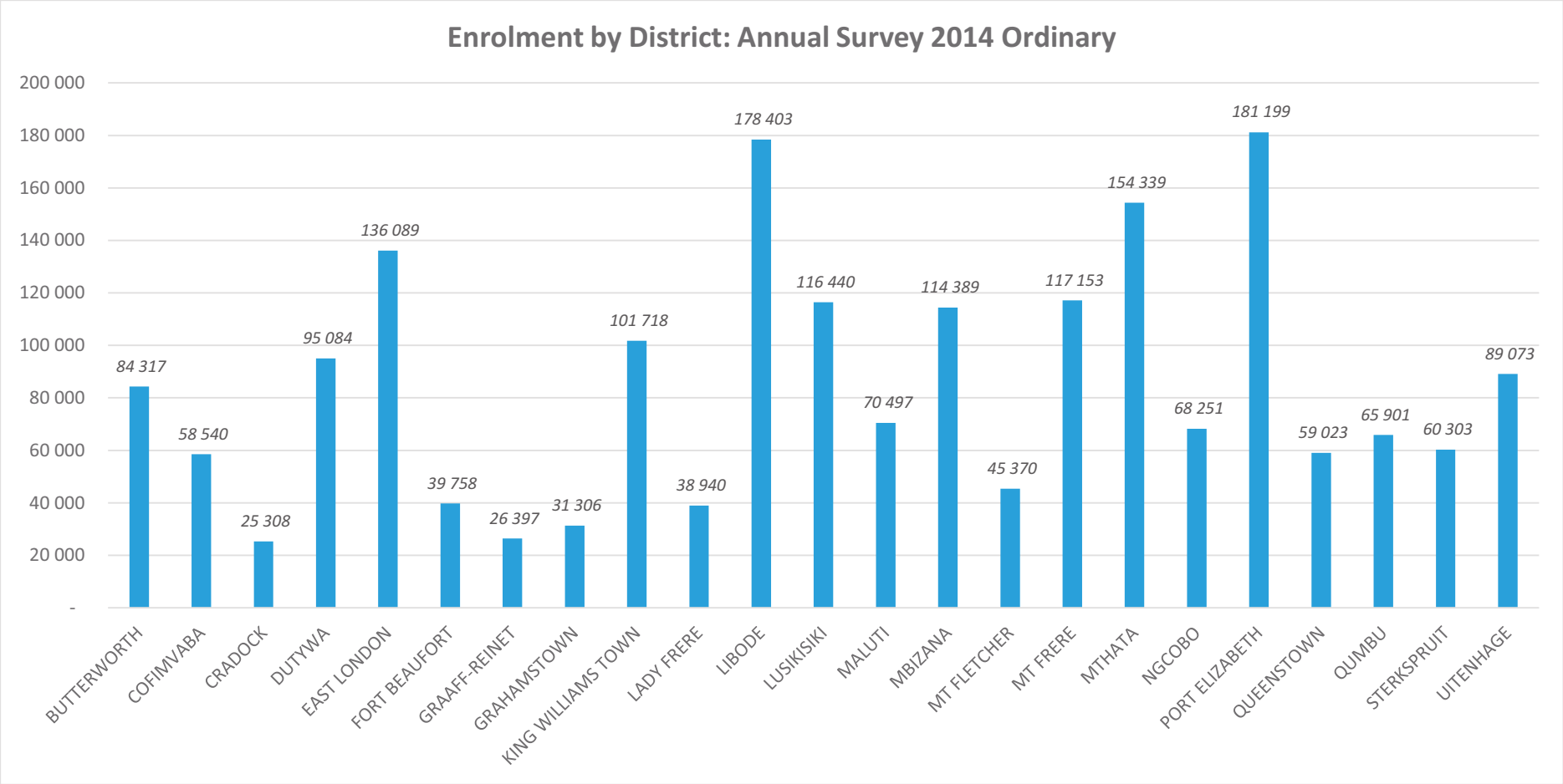



**Figure 3:** Learner Enro ment per D str ct based on the 2014 Annua Schoo Survey.

The graph dep cts that Port E zabeth has the most earners (181 199) of a the D str cts and Cradock the east (25 308).

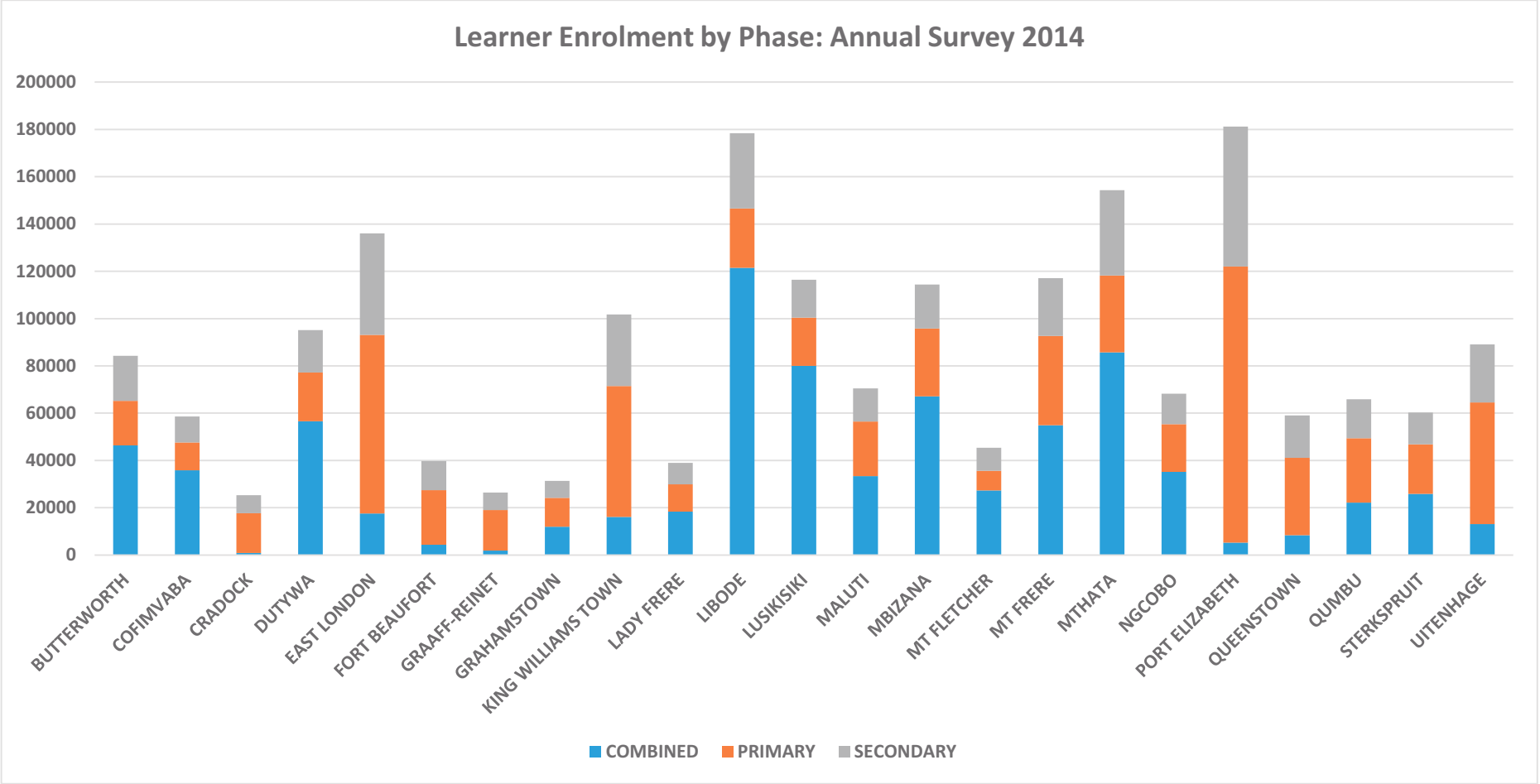



**Figure 3:** Learner Enro ment by Phase based on the 2014 Annua Schoo Survey.

The graph shows that Port E zabeth has the most earners n Pr mary and Secondary Schoo s, wh e L bode the most earners n Comb ned Schoo s.

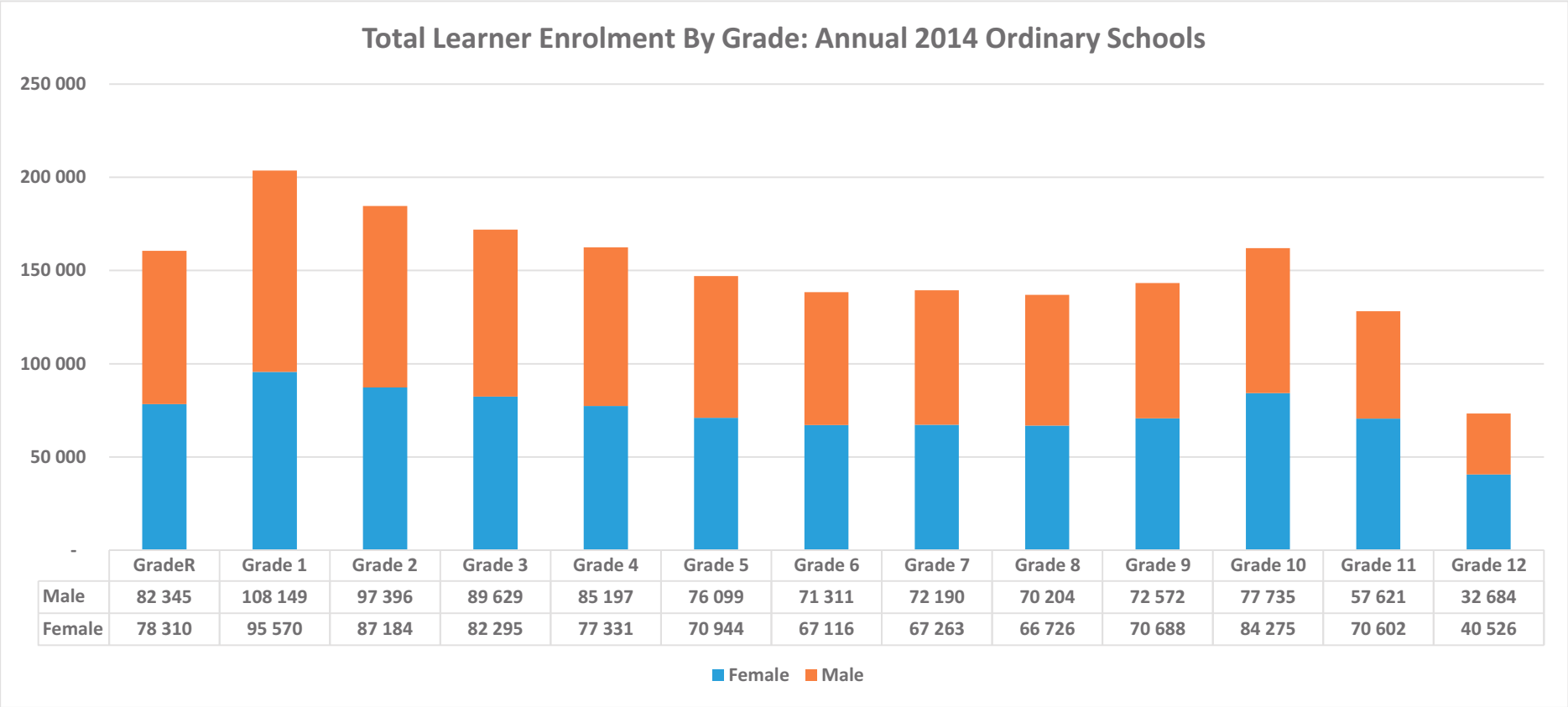
## Learner Enrolment by Sector and Grade

| Sector | Phase_PED | Pre Grade 1 | Grade R | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Other | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total** | **Total** | **8 954** | **160 353** | **204 529** | **180 753** | **163 543** | **156 255** | **144 447** | **141 156** | **141 694** | **138 997** | **146 090** | **156 353** | **122 342** | **77 601** | **688** | **1 943 756** |
| Independent/Private | Total | 2 304 | 4 204 | 5 885 | 5 610 | 5 041 | 4 526 | 4 018 | 3 604 | 3 558 | 3 437 | 3 586 | 3 616 | 3 756 | 4 087 | 554 | 57 795 |
| Independent/Private | COMBINED | 1 328 | 2 585 | 3 743 | 3 597 | 3 291 | 3 006 | 2 807 | 2 567 | 2 615 | 2 763 | 2 909 | 2 003 | 1 914 | 1 823 | 407 | 37 368 |
| Independent/Private | PRIMARY | 976 | 1 619 | 2 022 | 1 939 | 1 690 | 1 470 | 1 176 | 1 013 | 858 | | | | | | | 12 773 |
| Independent/Private | SECONDARY | | | 120 | 74 | 80 | 50 | 35 | 24 | 75 | 674 | 676 | 1 613 | 1 842 | 2 274 | 147 | 7 664 |
| **Public** | **Total** | **6 650** | **156 149** | **198 644** | **175 143** | **158 502** | **151 729** | **140 429** | **137 552** | **138 136** | **135 560** | **142 505** | **152 737** | **118 586** | **73 514** | **135** | **1 885 961** |
| Public | COMBINED | 2 536 | 66 971 | 85 945 | 77 828 | 71 576 | 70 969 | 67 793 | 67 408 | 74 416 | 78 925 | 86 140 | 68 75 | 4 40 | 3 029 | 5 | 753 814 |
| Public | PRIMARY | 4 114 | 88 649 | 112 106 | 96 709 | 86 342 | 80 182 | 72 111 | 69 617 | 63 072 | 13 485 | 12 630 | 414 | 197 | 165 | 97 | 699 830 |
| Public | SECONDARY | | 529 | 593 | 606 | 584 | 588 | 525 | 526 | 648 | 43 150 | 53 735 | 146 448 | 113 982 | 70 370 | 33 | 432 317 |

| | Independent/Private | Public |
|---|---|---|
| COMBINED | 54% | 40% |
| PRIMARY | 35% | 37% |
| SECONDARY | 12% | 23% |

**Figure 4:** Learner Enro ment by Sector and Grade.

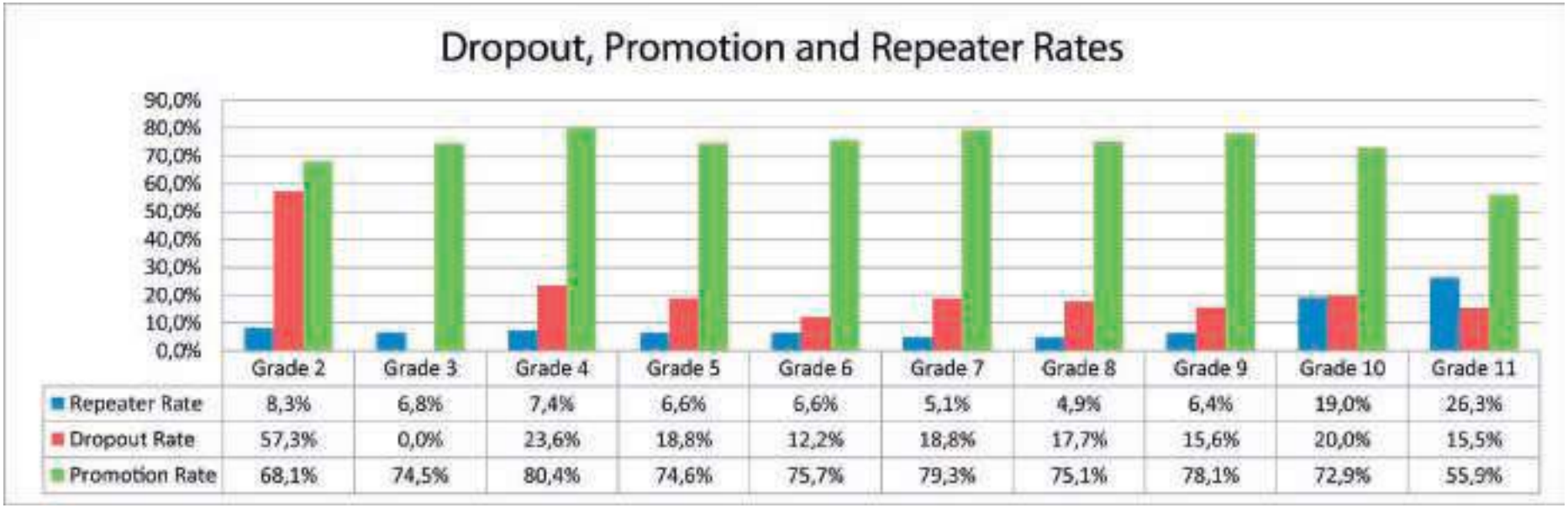
The tab e shows that most earners are n Pub c Ord nary Comb ned Schoo s (753 814), fo owed by Pub c Pr mary Schoo s (699 830) and Pub c Secondary Schoo s (432 317).




| | GradeR | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Male | 82 345 | 108 149 | 97 396 | 89 629 | 85 197 | 76 099 | 71 311 | 72 190 | 70 204 | 72 572 | 77 735 | 57 621 | 32 684 |
| Female | 78 310 | 95 570 | 87 184 | 82 295 | 77 331 | 70 944 | 67 116 | 67 263 | 66 726 | 70 688 | 84 275 | 70 602 | 40 526 |

**Figure 5:** Tota  Learner Enro ment by Grade and Gender

The graph dep cts that Grade One has the h ghest enro ment of fema e (108 149) and ma e (95 570)  earners, fo  owed by Grades 2, 3, 4 and 10, but Grade 10 has more fema e  earners than Grades 3 and 4.




| | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 |
|---|---|---|---|---|---|---|---|---|---|---|
| Repeater Rate | 8,3% | 6,8% | 7,4% | 6,6% | 6,6% | 5,1% | 4,9% | 6,4% | 19,0% | 26,3% |
| Dropout Rate | 57,3% | 0,0% | 23,6% | 18,8% | 12,2% | 18,8% | 17,7% | 15,6% | 20,0% | 15,5% |
| Promotion Rate | 68,1% | 74,5% | 80,4% | 74,6% | 75,7% | 79,3% | 75,1% | 78,1% | 72,9% | 55,9% |

**Figure 6:** Repeater Rates, Dropout Rate and Promot on Rates

The d agram shows that the h ghest repeater rate s n Grade 11 (26,3 %) and the owest n Grade 8 (4,9%)

The h ghest dropout rate s n Grade 4 (23%) and the owest n Grade 2 (57,3%)

The h ghest promot on rate s n Grade 4 (80,4%) and the owest s n Grade 11 (55,9%)

| Grade 1 Cohort of 2003 progress path to Grade 12, 2014 | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Data Year** | **Gr 1** | **Gr 2** | **Gr 3** | **Gr 4** | **Gr 5** | **Gr 6** | **Gr 7** | **Gr 8** | **Gr 9** | **Gr 10** | **Gr 11** | **Gr 12** | **Total Gr 1-12** |
| **2003** | **286 598** | 208 825 | 197 804 | 197 946 | 190 516 | 181 975 | 162 654 | 151 336 | 134 012 | 147 680 | 100 826 | 68 249 | 2 028 421 |
| **2004** | 281 073 | **213 022** | 199 110 | 190 119 | 182 071 | 175 731 | 169 283 | 154 729 | 131 410 | 150 808 | 104 991 | 66 642 | 2 018 989 |
| **2005** | 278 067 | 217 661 | **207 586** | 196 200 | 183 735 | 174 818 | 173 275 | 162 263 | 136 609 | 155 632 | 113 325 | 74 872 | 2 074 043 |
| **2006** | 260 223 | 213 714 | 207 434 | **198 740** | 184 669 | 173 355 | 166 871 | 165 742 | 144 481 | 156 846 | 121 657 | 76 306 | 2 070 038 |
| **2007** | 240 764 | 199 975 | 200 921 | 196 101 | **182 796** | 172 206 | 161 495 | 156 068 | 141 534 | 150 873 | 103 617 | 105 051 | 2 011 401 |
| **2008** | 221 445 | 189 657 | 187 468 | 190 550 | 181 165 | **172 099** | 160 729 | 152 163 | 139 933 | 151 839 | 117 385 | 66 347 | 1 930 780 |
| **2009** | 211 203 | 182 789 | 180 459 | 182 793 | 177 560 | 171 938 | **162 607** | 153 036 | 138 702 | 149 770 | 118 442 | 74 942 | 1 904 241 |
| **2010** | 210 507 | 177 672 | 172 095 | 177 216 | 171 164 | 166 206 | 163 242 | **155 492** | 141 495 | 151 432 | 121 158 | 71 406 | 1 879 085 |
| **2011** | 206 093 | 170 426 | 159 634 | 162 865 | 156 724 | 153 869 | 152 369 | 148 610 | **144 308** | 149 134 | 122 883 | 71 796 | 1 798 711 |
| **2012** | 207 968 | 177 025 | 159 982 | 157 546 | 151 574 | 147 961 | 146 816 | 144 262 | 147 165 | **150 555** | 125 721 | 71 727 | 1 788 302 |
| **2013** | 202 330 | 180 710 | 163 928 | 156 823 | 145 074 | 141 811 | 142 544 | 138 852 | 145 887 | 154 717 | **122 346** | 77 816 | 1 772 838 |
| **2014** | 203 719 | 184 580 | 171 924 | 162 528 | 147 043 | 138 427 | 139 453 | 136 930 | 143 260 | 162 010 | 128 223 | **73 210** | 1 791 307 |

**Figure 7:** Grade One cohort of earners who enrolled in 2003 and who reached Grade 12 in 2014.

The Eastern Cape has the highest drop-out rate of earners in the country the cohort of 286 598 earners who commenced schooling in Grade One in 2003 only 73 210 (25.5%) reached Matric or Grade 12 in 20114. This trend has not changed much over the last few years.

| Phase Analysis of 2003 grade 1 cohort | | | | | |
|---|---|---|---|---|---|
| Phase Analysis | Start | End | Loss | Loss % | Loss % of 2002 cohort |
| Foundation Phase | 286 598 | 207 586 | -79 012 | -28% | -32% |
| Intermediate Phase | 198 740 | 172 099 | -26 641 | -13% | -12% |
| Senior Phase | 162 607 | 144 308 | -18 299 | -11% | -12% |
| FET Phase | 150 555 | 73 210 | -77 345 | -51% | -48% |
| **Total of cohort** | ***286 598*** | ***77 816*** | ***-208 782*** | ***-73%*** | ***-73%*** |

*Data Source: Annual Survey 2003 - 2012 & Snap Survey 2013 and 14*

| Learner Loss from previous grade in previous academic | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Gr 2 | Gr 3 | Gr 4 | Gr 5 | Gr 6 | Gr 7 | Gr 8 | Gr 9 | Gr 10 | Gr 11 | Gr 12 | Total Gr 1-12 |
| From 2011 to 2012 | -29 068 | -10 444 | -2 088 | -11 291 | -8 763 | -7 053 | -8 107 | -1 445 | 6 247 | -23 413 | -51 156 | -146 581 |
| From 2012 to 2013 | -27 258 | -13 097 | -3 159 | -12 472 | -9 763 | -5 417 | -7 964 | 1 625 | 7 552 | -28 209 | -47 905 | -146 067 |
| From 2013 to 2014 | -17 750 | -8 786 | -1 400 | -9 780 | -6 647 | -2 358 | -5 614 | 4 408 | 16 123 | -26 494 | -49 136 | -107 434 |

**Figure 8 (a):** Phase Ana ys s of the 2003 Grade One Cohort of Learners and **Figure 8 (b):** Learner Los from prev ous Grade n prev ous year (Source 2003 to 2012 Annua Survey and 2013 and 2014 Snap Survey)

Ca cu at on s based on the progress on of earners through the system from the prev ous grade n the prev ous year. Grade 2 for examp e compares the earners aga nst the number of Grade 1 earners that was enro ed n the prev ous academ c year and reported the d fference between the current Grade 2 cohort versus the Grade 1 enro ment n

the prev ous year.

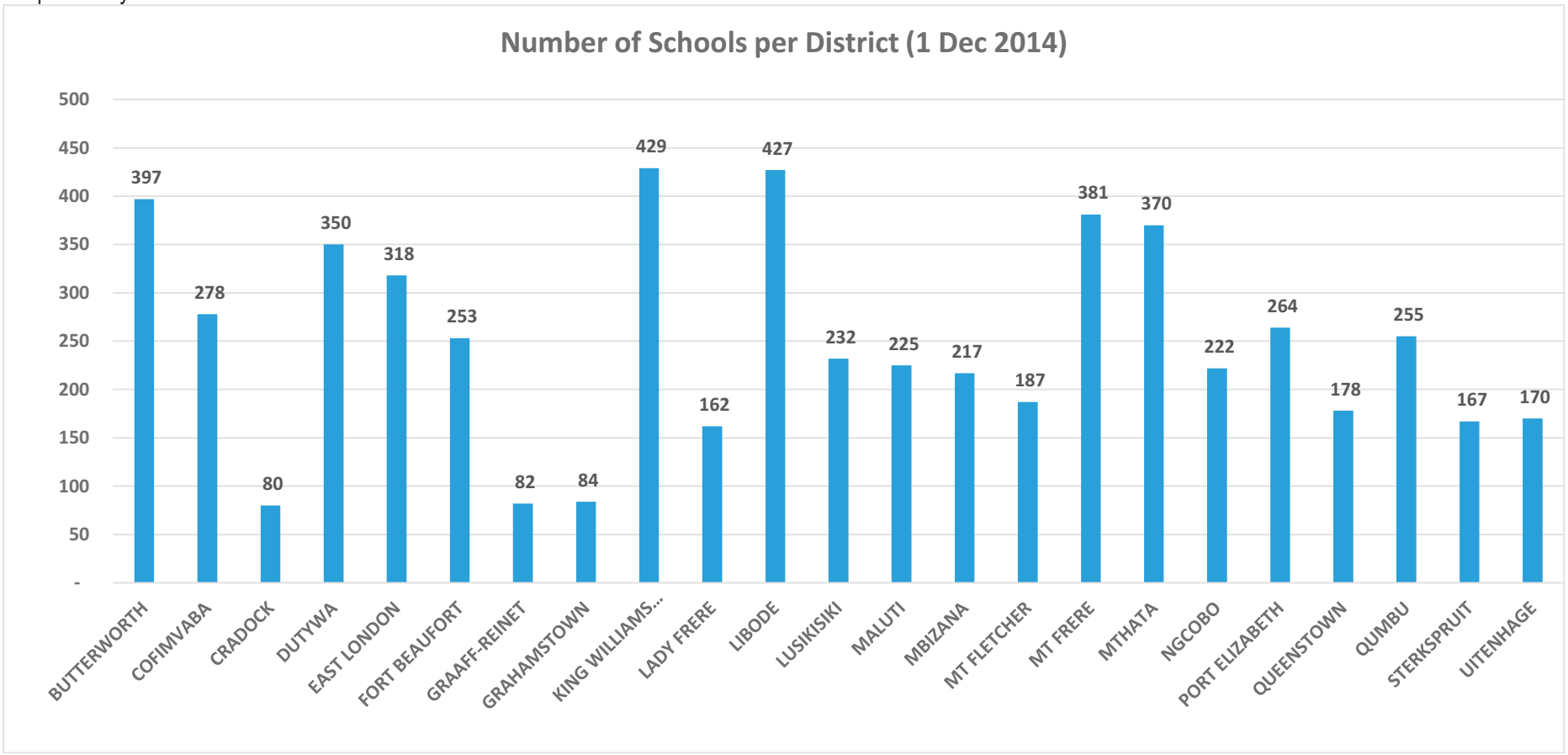
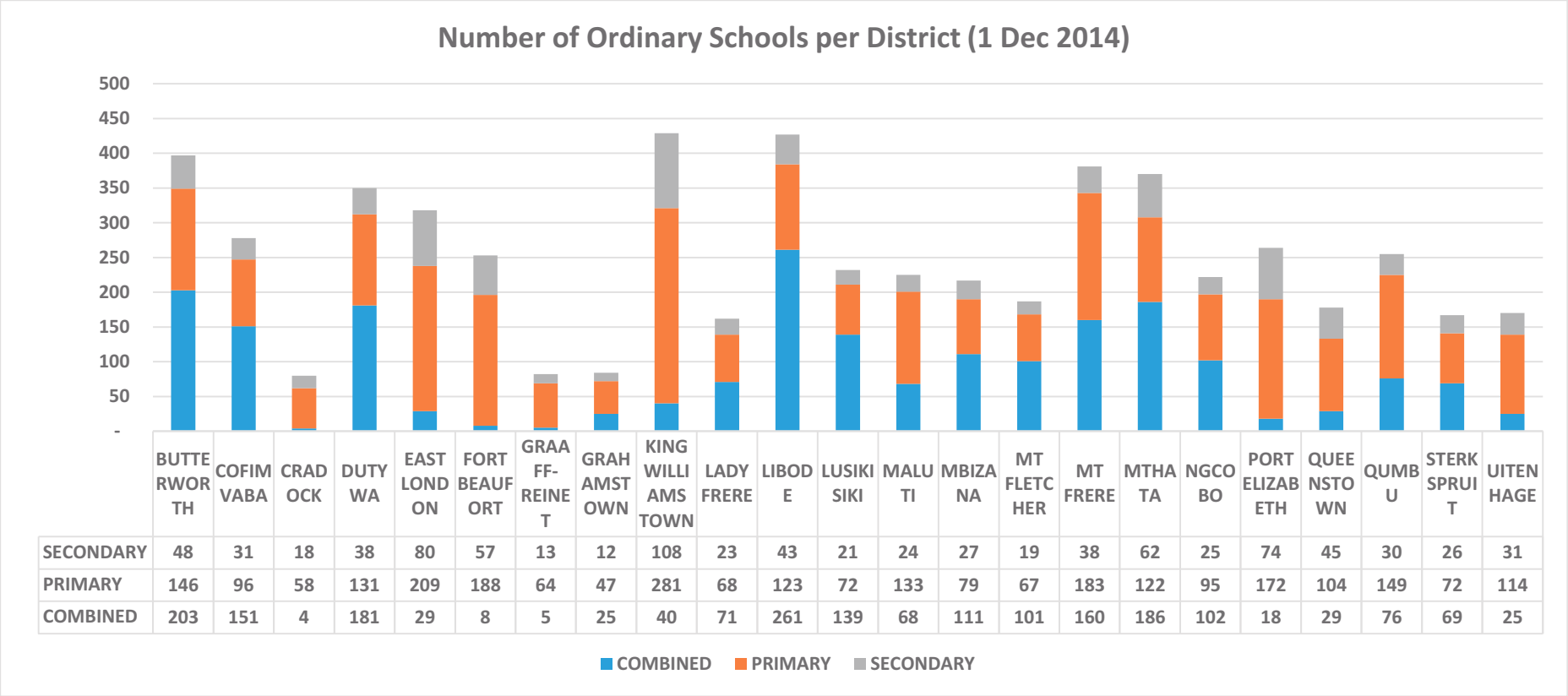



**Figure 9:** Number of Schoo s per D str ct as at 1 December 2014

The graph dep cts that K ng W am's Town has the most schoo s (429) and Cradock the east (80).




| | BUTTERWORTH | COFIMVABA | CRADOCK | DUTYWA | EAST LONDON | FORT BEAUFORT | GRAAFF-REINET | GRAHAMSTOWN | KING WILLIAMSTOWN | LADY FRERE | LIBODE | LUSIKISIKI | MALUTI | MBIZANA | MT FLETCHER | MT FRERE | MTHATA | NGCOBO | PORT ELIZABETH | QUEENSTOWN | QUMBU | STERKSPRUIT | UITENHAGE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SECONDARY | 48 | 31 | 18 | 38 | 80 | 57 | 13 | 12 | 108 | 23 | 43 | 21 | 24 | 27 | 19 | 38 | 62 | 25 | 74 | 45 | 30 | 26 | 31 |
| PRIMARY | 146 | 96 | 58 | 131 | 209 | 188 | 64 | 47 | 281 | 68 | 123 | 72 | 133 | 79 | 67 | 183 | 122 | 95 | 172 | 104 | 149 | 72 | 114 |
| COMBINED | 203 | 151 | 4 | 181 | 29 | 8 | 5 | 25 | 40 | 71 | 261 | 139 | 68 | 111 | 101 | 160 | 186 | 102 | 18 | 29 | 76 | 69 | 25 |

**Figure 10:** Number of Public Ordinary Schools in the Province, which includes Primary, Combined and Secondary Schools as at 1 December 2014

The graph shows that King William's Town has the most Primary (281) and Secondary (108) Schools, whilst Butterworth has the most Combined Schools (203). Grahamstown has the least Primary (47) and Secondary Schools (12), whilst Cradock has the least Combined Schools (4).

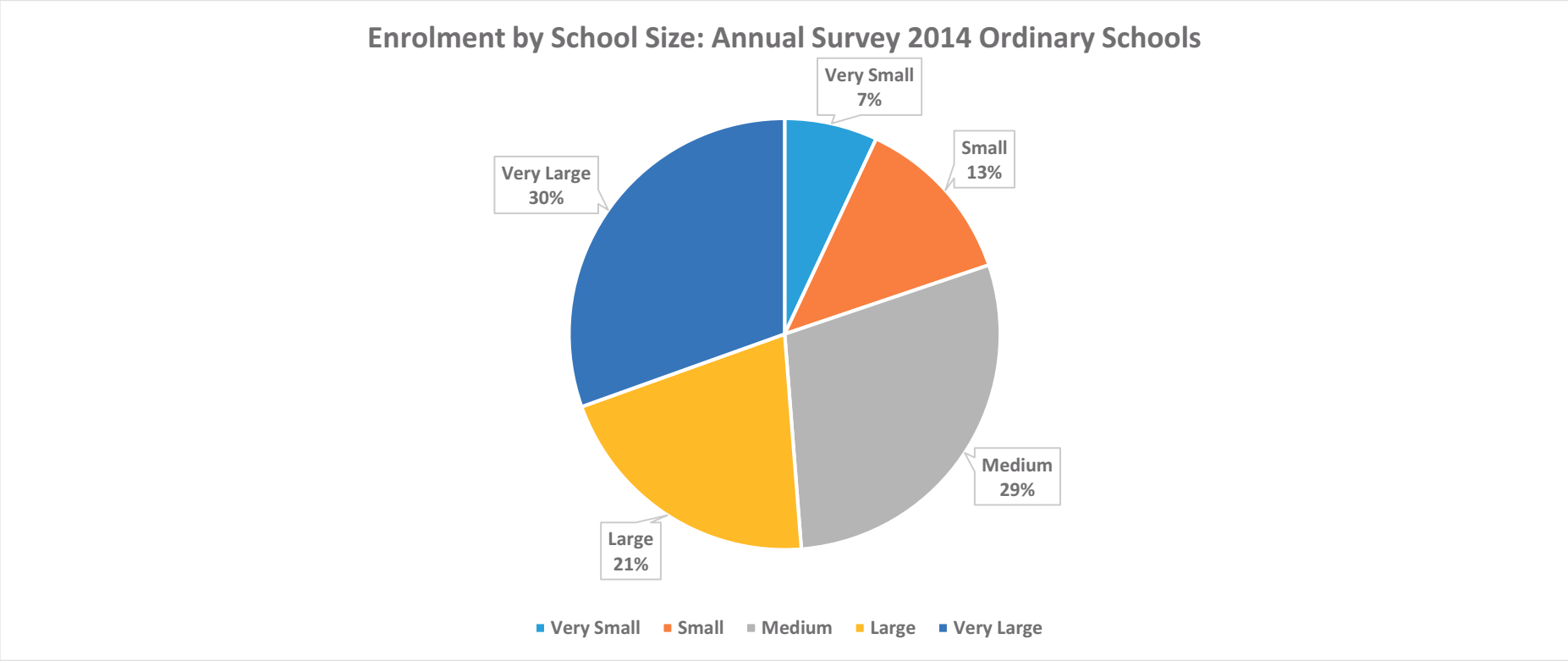


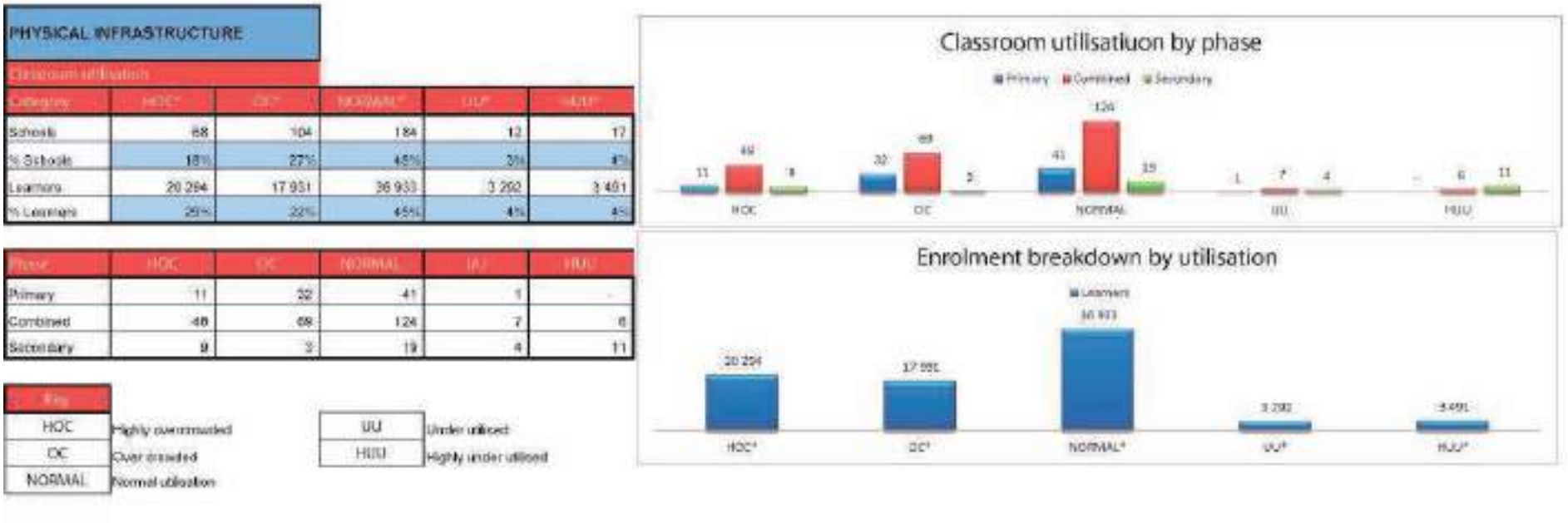

**Figure 11:** Enro ment by Schoo S ze based on the 2014 Annua Schoo Survey of Pub c Ord nary Schoo s

The d agram dep cts that 30% of earners are enro ed n very arge (more than 750), 21% n arge (501 to 750), 29% n med um-s ze (251 to 500), 13% n sma (101 to 250) and 7 % n very sma schoo s ( ess than 100). A so see F gure 11 be ow

| Enrolment by school size | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| **Cluster** | **Very Small** | **Small** | **Medium** | **Large** | **Very Large** | **Total** |
| A | 35 178 | 85 440 | 228 467 | 175 329 | 182 939 | 707 353 |
| B | 57 527 | 113 845 | 215 662 | 103 723 | 128 040 | 618 797 |
| C | 43 917 | 51 963 | 122 723 | 127 477 | 285 568 | 631 648 |
| **Total Enrolment** | **136 622** | **251 248** | **566 852** | **406 529** | **596 547** | **1 957 798** |
| **% of Enrolment** | **7%** | **13%** | **29%** | **21%** | **30%** | |
| | | | | | | |
| **Number of Schools** | | | | | | |
| A | 379 | 423 | 643 | 289 | 184 | 1 918 |
| B | 621 | 579 | 621 | 174 | 124 | 2 119 |
| C | 590 | 262 | 334 | 206 | 277 | 1 669 |
| **Total schools** | **1 590** | **1 264** | **1 598** | **669** | **585** | **5 706** |
| **% of schools** | **28%** | **22%** | **28%** | **12%** | **10%** | |

**Figure 12(a):** Enrolment by School size and **Figure 12(b):** Number of Schools

The first table shows that 30% of learners in the Province are enrolled in large (more than 750 learners), whilst only 7% are enrolled in very small schools (less than 100 learners).
The second table depicts that 28% of schools in the Province are very small and 22% are small (101 to 250 learners), which amounts to 50% or half of all schools.



PHYSICAL INFRASTRUCTURE

Classroom utilisation

| Category | HOC* | OC* | NORMAL* | UU* | HUU* |
|---|---|---|---|---|---|
| Schools | 68 | 104 | 184 | 12 | 17 |
| % Schools | 18% | 27% | 48% | 3% | 4% |
| Learners | 20 294 | 17 931 | 36 933 | 3 292 | 3 491 |
| % Learners | 25% | 22% | 45% | 4% | 4% |

| Phase | HOC | OC | NORMAL | UU | HUU |
|---|---|---|---|---|---|
| Primary | 11 | 22 | 41 | 1 | - |
| Combined | 46 | 69 | 124 | 7 | 6 |
| Secondary | 9 | 3 | 19 | 4 | 11 |

| Key | |
|---|---|
| HOC | Highly overcrowded |
| OC | Over crowded |
| NORMAL | Normal utilisation |
| UU | Under utilised |
| HUU | Highly under utilised |



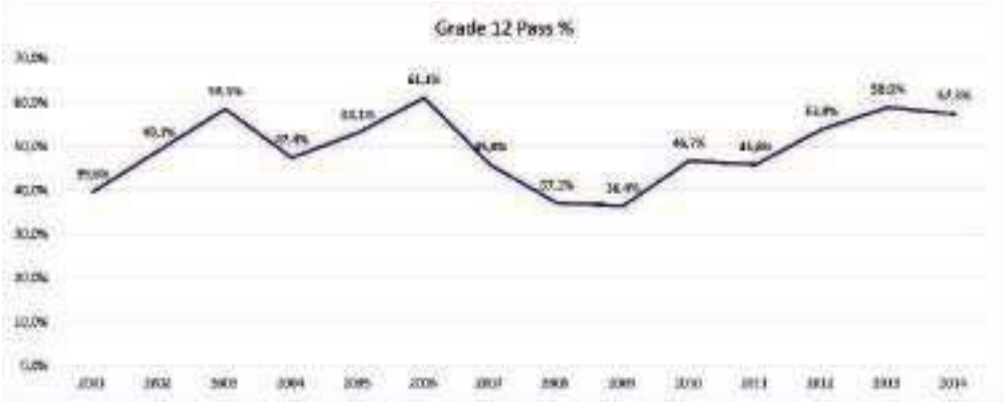
**Figure 13:** C assroom Ut zat on by Phase

The tab e and graph show that c assrooms are h gh y overcrowded

The tab e and graph show that c assrooms are h gh y overcrowded n 68 (18%) schoo s nvo v ng 20 294 (25%) earners, and overcrowded n 104 (27%)

Schoo s affect ng 17 931 (22%) earners – a tota of 172 (45%) schoo s w th 38 225 (47%) earners.

LEARNER PERFORMANCE




| Grade 12 Performance | | | |
|---|---|---|---|
| **Year** | **Wrote** | **Passed** | **Pass %** |
| 2001 | 61 719 | 27 848 | 45,1% |
| 2002 | 62 717 | 32 455 | 51,7% |
| 2003 | 61 732 | 36 998 | 59,9% |
| 2004 | 61 999 | 33 164 | 53,5% |
| 2005 | 67 504 | 38 317 | 56,8% |
| 2006 | 70 195 | 41 640 | 59,3% |
| 2007 | 69 743 | 30 046 | 43,1% |
| 2008 | 60 198 | 30 472 | 50,6% |
| 2009 | 68 033 | 34 714 | 51,0% |
| 2010 | 64 081 | 37 363 | 58,3% |
| 2011 | 65 383 | 37 997 | 58,1% |
| 2012 | 63 989 | 39 443 | 61,6% |
| 2013 | 72 138 | 46 840 | 64,9% |
| 2014 | 64 519 | 42 370 | 65,7% |

**Figure 14:** Grade 12 Performance from 2001 to 2014

The graph and tab e show that Grade 12 (Matr c) pass rate was h ghest n 2014 (65,7 ., and owest n 2007 (43,1%).

## 5.3 Organisational Environment

The Province's education system is characterized by a number of inefficiencies, including poor management of vacancies, lack of budget credibility, as well as over-expenditure on personnel and huge under-expenditure on infrastructure.

Inefficient management of vacancies reveals a trend that may pose a threat to organisational stability, inter alia:

- Overall vacancy rates of 33%.
- Senior management vacancy rate of 38%.
- 60% of schools with vacant posts in excess of 12 months.
- Internal Audit, HR and Supply Management positions that are vacant for more than 12 months.

Budget credibility and stability has been a problem for more than 5 years, with significant challenges that include:

- The ratio between personnel and non-personnel expenditure has deteriorated from 87:13 in 2004 90:10 from 2011 onwards and this crowds out providing appropriate budgets and expenditure for essential non personnel, service delivery expenditure,
- Personnel over-expenditure,
- A perennial problem of accruals in both personnel and non-personnel expenditure,
- Poor annual audit outcomes which have not improved to a qualified or unqualified opinion.

The pervasive issues that affect the Department include the following (with an indication of how they are being addressed:

a. Lack of continuity of administrative leadership; since November 2010 three persons acted as Head: Education and there was one permanent appointment. This situation necessarily promotes a short term focus although some of the solutions required are long term. This has been addressed at the top level. The current MEC has been in place since November 2010, a permanent Head of Department has been appointed in May 2013 after the resignation of the previous HOD in April 2012, but is suspended since July 2014 and an acting HOD is currently in place. A new Chief Financial Officer and Chief Directors: for Human Resources Management and Development and for Financial Management Services were filled with permanent appointments. Other SMS posts and various DDGs are in place for each of the various branches of the Department.

b. High levels of vacancies; the vacancy rate is currently approximately 33%. The consequence of this is that activities deemed as 'temporarily not important' cease entirely to be performed and the systems become based on 'short cuts'. Increased incidence of acting appointments. This issue is dealt with through the implementation of the 2013/14 and 2014/15 Annual Recruitment Plans of the Department. Other office based vacant posts such as subject advisors and EDOs have also been filled by end January/February/ March 2013.

c. Highly distributed structure; there are 24 offices (23 districts and head office) responsible for Corporate Services and Teaching and Learning activities, each with varying levels of skills, facilities and infrastructure, there are also multiple reporting lines for the district offices. Some of the offices are geographically remote. Under such circumstances it is difficult to build and retain critical mass. This issue will be dealt with through the development and implementation of the revised Service Delivery Model, and new Organogram, which will be finalised in the 2015/16 financial year.

d. The Department has, understandably, focussed on funding for CoE, norms and standards, Teaching and Learning Support Materials (LTSM), etc., for a long period of time and has devoted its available resources almost entirely to that. The consequence is that basic computer systems, amongst other things, are outdated and unreliable which adversely affects work performance. There are current initiatives to collect a status quo of IT needs and then to develop a plan to resource offices in 2014/15 and beyond. This is also dependent on freeing up resources through increased efficiencies in various areas (learner number accuracy, rationalisation of schools, etc.).

e. A lack of understanding of basic issues and a preference for focussing on 'glamorous issues' and or to many deliverables, which results in outputs that appear to be reasonable or good but do not have substance and/

or are not (fully) achieved/ finalised. The revised Turnaround Plan developed at the end of the 2013/14 financial year, prioritises two key outcomes, an improvement in learner and audit outcomes.

f. An almost complete lack of accountability and performance management; resulting in poor staff utilisation and breakdown in controls and division of duty. This is being addressed through the Audit Systems Improvement Plan. The current position of the provincial Department is that it faces two main challenges, which are: 1) poor learning outcomes, and 2) slightly improved, but not ideal, audit outcomes from the Auditor General (AG). These main challenges are being responded to in various ways, including: 1) Learner Attainment Improvement Strategy (LAIS) (specifically 2012 LAIS Summit resolutions) and 2) 2013/14 Audit Systems Improvement Plan. This Plan's outcomes, *objectives* and deliverables/ targets are therefore within two key areas: 1) Improving Learning Outcomes and 2) Improving Audit Outcomes. More specifically, this Plan highlights various targets linked to the following goals/ objectives:

- Improved compliance to relevant policy and instructions
- Improved accountability and consequence management
- Improved leadership, management, administration of the Department
- Transformed classrooms and adherence to the minimum required teaching time for educators
- Improved Learner Performance
- Increased provision of information and reporting
- Improved mobilisation and community involvement at school level

Expertise has also been brought by means of the National Treasury's Government Technical Assistance Group and the OTP's Technical Assistance Unit in to assist in turning around Supply Chain Management and change management in other areas. The primary responsibility to drive progress and implementation will rest mainly with the Department's HOD and Deputy Director-Generals (DDGs). Regular progress reports and quarterly monitoring meetings are to be held with various internal and external stakeholders such as the Audit Committee, relevant clusters/ Cabinet Committees, sec 100 (1)(b) structures, Provincial Executive Council as well quarterly to SCOPA and the Education Portfolio Committee.

There has been a much improved delivery in the various areas that initially gave rise to the need for the Section 100 (1)(b) national intervention. There has also been a drastic improvement in the governance structures of the Department including the full restoration of decision-making and decision management in the Department as well as improved communication and participation in the management of the workload with all levels of staff, including with organized labour. Other head office and district governance structures relating to the work of each branch and for key internal administrative oversight structures for service delivery areas such as LTSM, HR, Labour Relations, and Infrastructure have also been put in place, which also meets weekly. Whilst much more attention is still needed to improve work relations, productivity, communications, customer care and work culture, a new hope is slowly arising in the Department, that will show a significant change to learners, parents and communities that it serves.

## 5.4 Description of the Strategic Planning Process

The strategic planning process commenced on 14 and 15 August 2015 when a Strategic Planning and Budgeting workshop was convened for Senior and Middle Managers in the Department.

The Extended Top Management of the Department discussed the National Development Plan (NDP) goals, the draft Provincial Development Plan (PDP) goals, six Medium-Term Strategic Framework (MTSF) sub-outcomes and the 'non-negotiables' or priorities the Council for Education Ministers (CEM) adopted for the Basic Education Sector in the context of a "SWOT" (**S**trengths, **W**eaknesses, **O**pportunities and **T**hreats) analysis with a view to develop province-specific objectives or outputs. Consideration was also given to the alignment of the existing six Startegic Goals with the MTSF sub-outcomes and CEM 'non-negotiables'. Subsequently, Programme and Responsibility Managers, in consultation with Management at District level and assistance from the Chief Directorate: Strategic Management Monitoring & Evaluation, compiled the first draft Departmental Strategic Plan and Annual Performance Plan for submission to the Provincial Treasury.

Two further workshops were held at the end of October 2014 and mid-February 2015. The second Departmental Strategic Plan and Annual Performance Plan were submitted in November 2014. The following points sums up the overall balance of the six Strategic Goals with their 27 related Objectives, which were revised in 20113/14, across the seven budget programmes of the Department

- An approximate balanced emphasis has been placed on the core business of the Department; as demonstrated by Strategic Goals 1 to 4 (with 20 Strategic Objectives) and the supporting functions by Strategic Goals 5 to 6 (with 7 Strategic Objectives).
- Schools form the core business of the Department. Consequently Programme 2 and 7 have the highest number of Strategic Objectives (6) spread across 3 Strategic Goals. It is followed by Programme 1 with 2 Strategic Objectives which performs the support function for all other programmes.

The guidelines used in developing this plan placed significant emphasis on the SMART principle to ensure greater accountability. Our Strategic Goals and Objectives are SMART OUTCOMES statements while performance measures, published in the Annual Performance Plan (APP), clearly indicate key OUTPUTS. Unfortunately, this approach does not allow enough room to adequately deal with the question of HOW. So questions such as how the Department will develop capacity of teachers are not clearly spelt out in the main plan. This issue is however accommodated by area specific plans which form Part C of this plan.

# 6. STRATEGIC GOALS OF THE DEPARTMENT

The following are the 6 strategic goals of the department and their justification is provided in tables that follow:

| | |
|---|---|
| **Strategic Goal 1:** | Equitable access to education and resources; |
| **Strategic Goal 2: ;** | Quality of teaching and learning improved at all educational institutions; |
| **Strategic Goal 3:** | School functionality improved for learner achievement at all levels; |
| **Strategic Goal 4:** | Organizational capacity enhanced through human resource development and talent management; |
| **Strategic Goal 5:** | Social cohesion promoted through cooperation with all stakeholders in education; and |
| **Strategic Goal 6:** | Efficient administration through good corporate governance and management. |

| **STRATEGIC GOAL 1** | |
|---|---|
| **GOAL STATEMENT** | Equitable access to education and resources |
| **JUSTIFICATION** | Education is central to the development and transformation of the Eastern Cape Province by providing the required human resources and skills for the economic development of the Province and addressing the high levels of poverty, unemployment and illiteracy prevalent in the Eastern Cape. Statistics South Africa's General Household Survey (2008) indicates that they are 1, 647, 048 children aged between 6 and 15 years in the Province. Of these 1, 478, 519 area attending school which represents 90% of the population of children of school going age. The illiteracy level of the Province remains high in comparison to other provinces in the country. The Statistics South Africa's General Household Survey estimate that about 7.14% of the adult population (20 years and above) are still not able to read and write. This status quo demands that the reach be expanded of the School Nutrition Programme, Learner Transport Programme, No-fee-school policy, school building and AET programme all of which are the Department's programmes for providing and sustaining access to education. The current efforts to rationalise schools, realign the school phases and recapitalisation of TVET Colleges are also critical in ensure optimal configuration of the school system to balance access to education and efficiency. When 6 departments were merged in 1996 the new Department inherited a legacy of under-funding/resourcing. In addition, the baseline has not been adjusted upwards to level the playing field with better-off provinces. |
| **LINKS** | The goal of access to education can be traced back to the Constitution which states that "Everyone has the right to: - (a) a basic education, including adult basic education; and (b) further education, which the state through reasonable measures must make progressively available and accessible.<br>Other international agreements worth noting with regards to access to education include the Children's Charter of South Africa (Article 8) which states that *"All children have the right to free and equal, non-racial, non-sexist and compulsory education within one department as education is a right not a privilege."*<br>Medium-Term Strategic Framework (MTSF) Priority 4 speaks directly to Education: ***"Strengthen the skills and human resource base".*** Recognising the importance of skills and education to enable every member of society to realise her/his potential and participate in social and economic life – and thus contribute to the reduction of poverty, inequality and unemployment – the objective is to focus our skills and education system towards the delivery of quality outcomes.<br>In addition, this Strategic Goal is in line with the MTSF Strategic Priorities*:* **Speeding up growth and transforming the economy to create decent work and sustainable livelihoods**<br>This goal is also linked to the MTSF Strategic Priority*:* ***Sustainable Resource Management and use.*** The current global economic crisis has led to the dwindling of income or revenue for Government, which means that all departments have to make do with less funding and be cost effective in service delivery. |

| **STRATEGIC GOAL 2** | |
|---|---|
| **GOAL STATEMENT** | Quality of teaching and learning improved at all educational institutions |
| **JUSTIFICATION** | According to research conducted by, amongst others, the former Department of Education and Systemic Evaluation assessments of Grades 3 and 6, 80% of public schools in South Africa are dysfunctional in the sense that they produce learners who cannot read, write and count at the internally acceptable levels. The Eastern Cape encounters the same extent of dysfunctionality and for the last few years have had a number of under-performing schools in the National Senior Certificate (NSC) examinations. The provincial NSC results have gradually improved from 58.1% in 2011 to 61.6% in 2012, whilst the national pass rate was 73%. In 2011 learners in Grades 1 to 6 were assessed in Literacy/Languages and Numeracy/Mathematics as one of the most significant proactive interventions by Government to strengthen these foundational skills. Learner performance measured in terms of the 2012 planned targets of 45%, 40% and 45% for Grade 3, 6 and 9 were 41%, 25% and 14.6%, respectively. The root cause of the current challenges relating to delivery on education outcomes relates to the fact that the Department has never been curriculum driven. Some of the key concerns/challenges are illustrated in the high levels of the Eastern Cape population without schooling and Grade 12/ Matric, Cohort Survival of learners, repetition and drop-out rates, progression and promotion rates for Grades 1-12, etc.<br>The Department has adopted the Learner Attainment Improvement Strategy (LAIS) within its Quality of Learning and Teaching Campaign (QLTC) to address and improve various learning and teaching issues in the province. The LAIS was refined as a result of review summit held in December 2010 and a number of key recommendations were made and most have already been implemented and reinforced as part of the School Readiness plan. The revised LAIS has also been incorporated into the Departmental Turnaround Plan as a strategic intervention area to improve learner performance. |
| **LINKS** | In terms of **Outcome Five: skilled and capable workforce to support an inclusive growth path,** the importance is recognised of skills and education to enable every member of society to realise her/his potential and participate in social and economic life. The objective is to focus our skills and education system for the delivery of quality outcomes.<br>Cabinet approved in late 2009 an outcomes-based approach to performance monitoring and evaluation for the three spheres of government with twelve national outcomes that have to be realised in the long-term. The outcome for the Basic Education Sector is *quality basic* education and for Higher Education and Training *skilled and capable workforce to support an inclusive growth path,* of which the Basic Education Sector constitutes an integral part of the human resource development pipeline and contributes directly to successfully achieving the other national outcomes. The Department of Performance Monitoring and Evaluation in The Presidency also set as proxy indicators the *improvement of the pass rate to 60% in Literacy (Languages) and Numeracy (Mathematics) in Grades 3, 6 and 9 by 2014.*<br>Furthermore, in his State of the Nation Address on 3 June 2009, the President of the Republic of South Africa, Mr JG Zuma, stated that: "*Education will be a key priority for the next five years. We want our teachers, learners and parents to work together with government to turn our schools into thriving centres of excellence*". The President continued: "*We reiterate our non-negotiables. Teachers should be in school and in class, on time, teaching, with no neglect of duty and no abuse of pupils! The children should be in class, on time, learning, be respectful of their teachers and each other, and do their homework".*<br>In addition, the signing of the Basic Education Sector Delivery Agreement between the Minister and the MECs of Education in October 2009, the launch of a long-term Basic Education Sector Strategic Plan, *Schooling 2025* and a medium-term plan, *Action Plan to 2014: Towards the Realisation of Schooling 2025* are tangible commitments to improve the quality of Basic Education. The Minister's Delivery Agreement with MECs includes key goals in the *Action Plan to 2014: Towards the Realisation of Schooling 2025. Schooling 2025* has a clear vision of "where we want to be in 2025: **Every young South African receives quality schooling.** Every year from now on we need to move a bit closer to our vision, recognising that a large improvement is an accumulation of many smaller changes. By 2025 we must see the following in every South African school: |

| | |
|---|---|
| | • **"Learners** who attend school every day and are on time, doing their schoolwork, in school and at home, and knowing their school will do everything possible to get them to learn what they should;<br>• **"Teachers** who have received the training they require, are continuously improving their capabilities and are confident in their profession;<br>• **"A school principal** who ensures that teaching in the school takes place as it should.<br>• **"Parents** who are well informed about what happens in the school, and receive regular reports about how well their children perform against clear standards;<br>• Learning-teaching support material in abundance and of high quality – in what is to be called the national **Minimum Schoolbag** policy; and<br>• School buildings and facilities that are spacious, functional, safe and well maintained."<br><br>The National Development Plan with Vision 2030 envisages as a milestone that the quality of (basic) education will Increase so that all children have at least two years of preschool education and improving the school system, including increasing the number of students achieving above 50 percent in literacy and mathematics, increasing learner retention rates to 90 percent and bolstering teacher training.<br>**Teacher performance.** The NDP proposals cover training, remuneration, incentives, time on task, performance measurement, and content and pedagogical support. Professionalism and the conditions that enhance professional conduct must be rebuilt, and accountability for performance needs to be enhanced. This means that professional development, peer review, school infrastructure, the provision of learner support materials and teacher support systems need to be strengthened. Teachers, both individually and at school level, should be held accountable for learner performance, with due recognition of the learning environment. |

| **STRATEGIC GOAL 3** | |
|---|---|
| **GOAL STATEMENT** | School functionality improved for learner achievement at all levels |
| **JUSTIFICATION** | According to research conducted by, amongst others, the former Department of Education and Systemic Evaluation assessments of Grades 3 and 6, 80% of public schools are dysfunctional and are failing to produce learners who cannot read, write and count at the internally acceptable levels. The Eastern Cape encounters the same extent of dysfunctionality and for the last few years have had a number of under-performing schools in the National Senior Certificate (NSC) examinations and since 2011 in the Annual National Assessments. Based on the 2014 Grade 12 and ANA results, in 2010, the figures had dropped. This was due to implementation of QLTC and focus in the school functionality and the core business of the department, i.e. teaching and learning. In December 2010, Learner Attainment Improvement Strategy (LAIS) review summit was held to prepare for 2011 and a number of key recommendations were made and some were implemented and reinforced as part of the School Readiness plan.<br>Primarily dysfunctionality of a school can be attributed to poor management and governance caused by principals, School Management Teams and School Governing Bodies (SGBs) not complying with the provisions of the SA Schools Act, 1996, and this includes schools commencing late and closing early as well as principals, deputy principals and heads of departments not conducting classroom visits and observation. Teachers do not teach the prescribed tuition time and subsequently do not cover the syllabus fully and do not mark scripts and are not being held accountable for not doing their work and poor learner performance. Teacher absenteeism is relatively high and teachers are on average teaching only 3 hours on any school day instead of 7 hours. Deviant learner behaviour, of which ill-discipline, including disrespect and defiance of teachers, coming late and leaving school premises early, bullying of other learners, alcohol and substance abuse, and gangsterism in some schools impact adversely on good discipline and an enabling environment for effective teaching and learning. A significant number of parents are not involved and do not assist schools in the promotion of sound principles and values. Parents also do not attend parent meetings, ensure that learners attend school regularly, and do their homework. The high illiteracy rate of SGB members leads to their inability to effectively exercise their functions of general oversight.<br>Poor infrastructure such as mud and other types of inappropriate and unsafe structures and the lack of basic facilities and services in some schools contribute to school ineffectiveness. |
| **LINKS** | **Outcome Five: skilled and capable workforce to support an inclusive growth path**, **r**ecognises the importance of the education system delivering quality outcomes. The elements of the strategy include, amongst others:<br>Creating conditions for effective **school management** including monitoring and evaluation functions and performance management.<br>In his State of the Nation Address on 3 June 2009, the President of the Republic of South Africa, Mr JG Zuma, stated: "*We reiterate our non-negotiables. Teachers should be in school and in class, on time, teaching, with no neglect of duty and no abuse of pupils! The children should be in class, on time, learning, be respectful of their teachers and each other, and do their homework".*<br>These non-negotiables for basic education are the essence of the Quality Learning and Teaching Campaign the then Minister of Education launched on 11 August 2008 with a Code of Conduct for key stakeholders and the slogan: "**FORWARD TO QUALITY LEARNING AND TEACHING FOR ALL",** after the Ruling party had declared **education a societal issue** on 8 January 2008**.** A national Ten Point Plan was developed in November 2009 in this regard. Point 8 of the Ten Point Plan or Road Map states: *Improve national and provincial alignment of plans, budgets and improve efficiency in expenditure.*<br>The National Development Plan with Vision 2030 envisages the following:<br>**Management of the education system.**<br>Reducing layers of bureaucracy would make more resources available to support schools and teachers. The general rule of thumb is that interventions, both supportive and corrective, need to be inversely proportional to school performance. In this way, better-performing schools can be given the freedom to get on with the job, as long as there is measurable improvement. We make specific recommendations focused on better support to schools, delivering the basic necessities for a good education and measuring the right things. We propose a campaign to improve infrastructure in poor schools, especially in rural areas.<br>**Competence and capacity of school principals.** |

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| | The common feature of all well-run schools is leadership. The Department of Basic Education has recently launched a programme to measure the competencies of principals and deputy principals. This survey will also help identify weak performers, based on learner scores, and allow for appropriate support for principals and teachers. Principals should be selected purely on merit, be given greater powers over school management and be held accountable for performance. |

| **STRATEGIC GOAL 4** | |
|---|---|
| **GOAL STATEMENT** | Organizational capacity enhanced through human resource development and talent management |
| **JUSTIFICATION** | The Department is seriously challenged to ensure that all management and organisational levels and systems promote and support effective and efficient Curriculum planning, resourcing and implementation. The disclaimers or adverse findings of the Auditor-General for the whole of the Department's existence underscore the fact that human resource management, including document or records management in the Department, leaves much to be desired. It has been decided that Senior Managers must undergo competency assessment to determine if they are appropriately and correctly placed. The current Head of Department has also initiated a *Back-to-Basics campaign* to ensure that staff begins complying with basic employment requirements such as punctuality, doing what they are being paid to do with a sense of urgency, impatience with non-compliance and under-performance and consequence management. The Department like all education departments is a labour-intensive organisation where effective and efficient human resource development and management through proper policies, processes, procedures and systems for recruitment, induction, placement, training, skills development, career planning and performance management of staff, are even more critical than would otherwise be the case. The service delivery model and organisational structure are in the process of being reviewed with a view to facilitate correct placement of staff, amongst other things. |
| **LINKS** | This goal is linked to **Outcome Twelve: an efficient, effective and development-oriented public service.**<br>In addition, in terms of National Outcome 12 South Africa is striving towards **,*" an efficient, effective and development-oriented public service",*** to address, inter alia, persistent underperformance by management, slow bureaucratic decision making and processes and corrupt behaviour contribute towards poor public sector performance. The intention is to transform the public sector into a high performance organisation over time. The key components of an efficient, effective public sector capacity include:<br>• Delivery of services in terms of quality, quantity, and cost;<br>• Effective hiring and training standards;<br>• Performance incentives and disincentives;<br>• Appropriate decision rights and accountability;<br>• Well-functioning business systems;<br>• Effective procurement processes;<br>• Appropriate level of transparency;<br>• Structural/ institutional issues; and<br>• Appropriate allocation of powers and functions.<br>According to the NDP a developmental state needs to be capable, but a capable state does not materialise by decree, nor can it be legislated or waved into existence by declarations. It has to be built, brick by brick, institution by institution, and sustained and rejuvenated over time. It requires leadership, sound policies, skilled managers and workers, clear lines of accountability, appropriate systems, and consistent and fair application of rules. Policy instability is a concern. While there are cases where policy must change, government often underestimates the disruptive effect of major policy adjustments on service delivery. A balance has to be struck and at present that balance is missing. To achieve the aspiration of a capable and developmental state, the country needs to, amongst others, stabilise the political administrative interface, professionalise the public service, upgrade skills and improve coordination. It also needs a more pragmatic and proactive approach to managing the intergovernmental system to ensure a better fit between responsibility and capacity. To professionalise the public service, the NDP proposes that: The skills profile of the public service mirrors the national skills profile. There are critical shortages of, inter alia, good-quality information technology professionals, planners, accountants, curriculum advisors and so on. In addition, the management ability of senior staff operating in a complex organisational, political and social context requires greater attention. To solve both the technical and managerial skills shortages, government has to take a long-term perspective on developing the skills it needs through career pathing, mentoring, and closer partnerships with universities and schools of management. |

| **STRATEGIC GOAL 5** | |
|---|---|
| **GOAL STATEMENT** | Social cohesion promoted through cooperation with all stakeholders in education |
| **JUSTIFICATION** | Education is now seen as a societal matter and key in the transformation of society. It is undoubtedly the ladder to help people climb out of poverty, facilitate social cohesion through Life Orientation and the inculcation of human rights and empower them to become responsible citizens. |
| **LINKS** | This goal is linked to the MTSF Strategic Priority*: **Building cohesive, caring and sustainable communities.***<br>The President JG Zuma, In his State of the Nation Address on 3 June 2009 stated that: "*Education will be a key priority for the next five years. We want our teachers, learners and parents to work together with government to turn our schools into thriving centres of excellence*". The President further stated: "*We reiterate our non-negotiables. Teachers should be in school and in class, on time, teaching, with no neglect of duty and no abuse of pupils! The children should be in class, on time, learning, be respectful of their teachers and each other, and do their homework".*<br>These non-negotiables for Basic Education are the essence of the Quality Learning and Teaching Campaign, which the then Minister of Education launched on 11 August 2008 with a Code of Conduct for key stakeholders and the slogan: "**FORWARD TO QUALITY LEARNING AND TEACHING FOR ALL",** after the Ruling party had declared **education a societal issue** on 8 January 2008**.** A national Ten Point Plan was developed in November 2009 in this regard. The QLTC calls on all individuals and organisations to assume responsibility for improving the quality of education. The education elements of the campaign will:<br>▪ inform citizens about the importance of education and their roles, responsibilities and obligations towards education;<br>▪ mobilise communities to monitor and support schools, teachers and learners;<br>▪ improve the quality of education for all children, especially the poor, and to demonstrate this improved quality via improved learner achievement.<br>The achievement of quality education for all depends on the actions of members of Parliament, the Basic Education Ministry, provincial members of executive councils, departmental officials, school principals, teachers, learners**,** parents, school governors and members of the community.<br>Each of these role-players are called upon to make a commitment to a "Code for Quality Education", which describes the responsibilities and discipline required of them. If all sections of society work together – government, communities, health-care workers, civil society, business, the media and other sectors – we can ensure that all learners benefit from quality education. Campaign coordinating structures are being established at national, provincial, regional, local and school level and Government now calls on all South Africans to join in this campaign as part of an ongoing effort to achieve a better life for all. |

| **STRATEGIC GOAL 6** | |
|---|---|
| **GOAL STATEMENT** | Efficient administration ensured through good corporate governance and management |
| **JUSTIFICATION** | Corporate governance and management in the Department do not meet the requirements of the Constitution, 1996, as amended, the Public Finance Management Act, 1999, as amended, the Public Service Act, 1994, as amended, Treasury Regulations and prescripts as well as the Public Service Regulations. This has been confirmed by the Auditor-General's disclaimers or adverse findings for every year since the establishment of the Department. The Department is under obligation in terms of the relevant legislation, resolutions of the Provincial Standing Committee on Public Accounts and the Education Portfolio Committee to urgently address this undesirable state of affairs.<br>The AG's findings have been mainly as follows:<br>• Poor document management, including failure to produce documents as and when required during audits;<br>• Poor Payroll Management;<br>• Lack of proper internal controls with regard to supply chain and financial management; and<br>• Inadequate management of performance information. |
| **LINKS** | *This goal is linked to the MTSF Strategic Priority,* ***Building a developmental state and improving the public services, and strengthening democratic institutions.***<br>In addition, in terms of National Outcome 12 South Africa is striving towards ***,"An Efficient, Effective and Development Oriented Public Service and an Empowered, Fair and Inclusive Citizenship"***, to address, inter alia, persistent underperformance by management, slow bureaucratic decision making and processes and corrupt behaviour contribute towards poor public sector performance. The intention is to transform the public sector into a high performance organisation over time. The key components of an efficient, effective public sector capacity include, inter alia:<br>• Delivery of services in terms of quality, quantity, and cost;<br>• Appropriate decision rights and accountability;<br>• Well-functioning business systems;<br>• Effective procurement processes;<br>• Appropriate level of transparency; and<br>• Appropriate allocation of powers and functions.<br>The NDP argues that a developmental state needs to be capable, but a capable state does not materialise by decree, nor can it be legislated or waved into existence by declarations. It has to be built, brick by brick, institution by institution, and sustained and rejuvenated over time. It requires leadership, sound policies, skilled managers and workers, clear lines of accountability, appropriate systems, and consistent and fair application of rules. To achieve the aspiration of a capable and developmental state, the country needs to, amongst others, stabilise the political administrative interface, professionalise the public service, upgrade skills and improve coordination. It also needs a more pragmatic and proactive approach to managing the intergovernmental system to ensure a better fit between responsibility and capacity. Equally, the state needs to be prepared to experiment, to learn from experience and to adopt diverse approaches to reach common objectives. To professionalise the public service, the NPC proposes, amongst others things, that:<br>There are several weaknesses in the accountability chain, with a general culture of blame-shifting. The accountability chain has to be strengthened from top to bottom. To begin with, parliamentary accountability is weak, with Parliament failing to fulfil its most basic oversight role. Education outcomes cannot improve unless accountability is reinforced throughout the system, from learner results to the delivery of text books. |

| STRATEGIC GOAL(SG) | STRATEGIC OBJECTIVES (SOs) |
|---|---|
| **Strategic Goal 1:**<br>Equitable access to education and resources | SO 1.1: To improve access of children to quality Early Child Development (ECD)<br>SO 1.2: To increase access to education in public ordinary schools<br>SO 1.3: To increase access to inclusive and specialised education and access to centres which offer specialist services<br>SO 1.4: To provide infrastructure, financial, material, human resources and information-communications technology (ICT) to school |
| **Strategic Goal 2:**<br>Quality of teaching and learning improved at all educational institutions | SO 2.1: To provide an integrated quality ECD provisioning<br>SO 2.2: To increase the percentage of Grade 3, 6 and 9 learners performing at required levels in language and mathematics<br>SO 2.3: To increase the number of Grade 12 learners who become eligible for a Bachelors Programme at a university<br>SO 2.4: To increase the number of Grade 12 learners who pass Mathematics and Physical Sciences<br>SO 2.5: To increase access to high quality teaching-learning materials<br>SO 2.6: To improve systems for monitoring of learner performance, administration of assessments and utilization of examination question banks across the system |
| **Strategic Goal 3 :**<br>School functionality improved for learner achievement at all levels | SO 3.1: To develop and mentor school management teams<br>SO 3.2: To implement quality assurance measures, assessment policies, and systems to monitor school and learner performance<br>SO 3.3: To improve the quality of monitoring and support provided to schools by the Department<br>SO 3.4: To strengthen governance for effective and functionality of schools<br>SO 3.5: To improve systems for effective management and administration of schools |
| **Strategic Goal 4 :**<br>Organizational capacity enhanced through human resource development and talent management | SO 4.1: To develop and enhance the professional and technical capacity and performance of educators<br>SO 4.2: To develop the skills of the Department workforce at all levels<br>SO 4.3: To ensure equitable distribution and utilisation of resources in the Department<br>SO 4.4: To ensure talent management and attraction of young motivated and appropriately trained employees<br>SO 4.5: To promote leadership development for improved organizational efficiency |
| **Strategic Goal 5 :**<br>Social cohesion promoted through cooperation with all stakeholders in education | SO 5.1: To promote youth development and inculcation of positive values through arts, culture, heritage and sports in all institutions<br>SO.5.2: To implement an integrated health and wellness Programme including PROGRAMs catering for learner welfare.<br>SO 5.3: To develop and implement partnership programmes to enhance the effectiveness and functionality of the schooling system |
| **Strategic Goal 6 :**<br>Efficient administration through good corporate governance and management | SO 6.1: To stabilize financial management across the organization through proper budgeting, control and reporting<br>SO6.2: To provide an appropriate service delivery model and organizational structure for improved education delivery and support<br>SO 6.3 To ensure that management systems for performance, information and risk mitigation are in place<br>SO 6.4: To develop and monitor the implementation of an integrated policy management framework |

# PART B: STRATEGIC OBJECTIVES AND PROGRAMME PLANS

## PROGRAMME 1: ADMINISTRATION

### 1.1 Programme Description

The programme aims to provide overall management of the education system in accordance with the National Education Policy Act., the Public Finance Management Act, and other policies. The programme is structured as follows:

| **Programme and Sub-Programme** | |
|---|---|
| **Sub- Programme** | **Objective of Sub- Programme** |
| **1.1 Office of the MEC** | To provide for the functioning of the office of the Member of the Executive Council (MEC) for education in line with the ministerial handbook. |
| **1.2 Corporate Services** | To provide management services which are not education specific for the education system. |
| **1.3 Education Management** | To provide education management services for the education system. |
| **1.4 Human Resource Development** | To provide human resource development for office-based staff. |
| **1.5 Education Management Information System (EMIS)** | To provide an Education Management information System in accordance with the National Education Information Policy. |
| **1.6 Conditional Grants** | To provide for projects under Programme 1 Specified by the Department of Basic Education and funded by Conditional Grants |

## 1.2 Strategic Goals, Objectives, Performance Indicators and Targets

| Strategic Objectives | | Performance Indicator | Actual Performance 2013/14 | Estimated Performance 2014/15 | Medium-Term Targets | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
| **Strategic Goal 3: School functionality improved for learner achievement at all levels** | | | | | | | | | |
| **SO 3.5** | To mprove systems for effect ve management and adm n strat on of schoo s | Number of pub c schoo s that use the schoo adm n strat on and management systems to e ectron ca y prov de data to the nat ona earner track ng system | 5 217 | 5 544 | 5 534 | 5 534 | 5 534 | 5 534 | 5 534 |
| | | Number of pub c schoo s that can be contacted e ectron ca y (e-ma ) | 2 900 | 4 492 | 5 534 | 5 534 | 5 534 | 5 534 | 5 534 |
| **SO 3.3** | To mprove the qua ty of mon tor ng and support prov ded to schoo s by the Department | Number of schoo s v s ted by d str ct off c a s for mon tor ng and support purposes | 8 744 | 10 248 | 11 298 | 16 602 | 22 080 | 22 080 | 22 080 |
| **Strategic Goal 6: Efficient administration through good corporate governance and management** | | | | | | | | | |
| **SO 6.1** | To stab ze f nanc a management across the organ sat on through proper budget ng, contro and report ng | Percentage of educat on current expend ture go ng towards non-personne tems | 10.6% | 16% | 16.5% | 17.3% | 21.1% | 21.1% | 21.1% |

### 1.2.1 Performance Measures and Targets

| Performance Measure | Baseline (2014/15) Estimate | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|---|---|---|---|---|---|---|
| **National Performance Measures** | | | | | | |
| ► **PPM101**: Number of pub c schoo s that use the schoo adm n strat on and management systems to e ectron ca y prov de data to the nat ona earner track ng system | 5 544 | 5 534 | 5 534 | 5 534 | 5 534 | 5 534 |
| ► **PPM102:** Number of pub c schoo s that can be contacted e ectron ca y (e-ma ) | 4 492 | 5 534 | 5 534 | 5 534 | 5 534 | 5 534 |
| ► **PPM103**: Percentage of educat on current expend ture go ng towards non-personne tems | 16% | 16.5% | 17.3% | 21.1% | 21.1% | 21.1% |
| ► **PPM104**: Number of schoo s v s ted by d str ct off c a s for mon tor ng and support purposes. | 10 248 | 11 298 | 16 602 | 22 080 | 22 080 | 22 080 |

## 1.3 Resource Considerations

| PROGRAMME 1 | Baseline | Medium-Term Strategic Framework Estimates | | | | |
|---|---|---|---|---|---|---|
| **SUB-PROGRAMME PAYMENTS (R'000)** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** |
| 1.1. Off ce of the MEC | 10,194 | 6,776 | 7,309 | 7,674 | 8,058 | 8,461 |
| 1.2. Corporate serv ces | 988,804 | 1,036,560 | 1,051,725 | 1,104,311 | 1,159,527 | 1,217,503 |
| 1.3. Educat on management | 1,193,662 | 1,290,090 | 1,372,258 | 1,440,871 | 1,512,915 | 1,588,560 |
| 1.4. Human resource deve opment | 9,045 | 8,213 | 8,647 | 9,080 | 9,534 | 10,011 |
| 1.5. EMIS | 28,750 | 28,064 | 30,174 | 31,683 | 33,267 | 34,931 |
| **TOTAL** | **2,230,455** | **2,369,703** | **2,470,113** | **2,593,619** | **2,723,300** | **2,859,465** |

| | | | | | | |
|---|---|---|---|---|---|---|
| Current payment | 2,184,528 | 2,326,567 | 2,411,386 | 2,531,956 | 2,658,554 | 2,791,481 |
| Compensat on of emp oyees | 1,760,624 | 2,003,547 | 2,133,788 | 2,240,478 | 2,352,502 | 2,470,127 |
| Goods and serv ces | 423,904 | 323,021 | 277,598 | 291,478 | 306,052 | 321,354 |
| Transfers and subs d es | 14,571 | 16,191 | 30,174 | 31,682 | 33,266 | 34,929 |
| Payments for cap ta assets | 31,356 | 29,945 | 28,553 | 29,981 | 31,480 | 33,054 |
| **TOTAL ECONOMIC CLASSIFICATION** | **2,230,455** | **2,369,703** | **2,470,113** | **2,593,618** | **2,723,299** | **2,859,464** |

### 1.4 Analysis of Budget Trends

The Table above shows the summary of payments and estimates of expenditure from 2014/15 to 2019/20 per sub-programme and economic classification. Total expenditure increased from R1.811 billion in 2011/12 to a revised estimate of R2.230 billion in 2014/15. In 2015/16, total expenditure on Administration is projected to increase by 6.2 per cent emanating from the reprioritised funding to CoE in lieu of funding the annual recruitment plan in respect of office and non-office based educators to enhance management, research and administration of the department.

Expenditure on goods and services is projected to decline by 23.8 per cent in 2015/16 financial year due to reprioritisation of funds from non-core items to fund CoE whilst the growth of 11.1 per cent in Transfers and Subsidies is for the payment of leave gratuities in 2015/16 in line with addressing CoE inefficiencies, which included the payment of accruals for leave gratuities. The reduced allocation on Payments for Capital Assets by 16.3 per cent is attributed to savings realised from the progress made so far in relation to planned upgrade of ICT infrastructure as well as procurement of computers.

For the two years (2018/19 and 2019/20) the assumption is that expenditure will continue to grow at a rate of about 5% per annum.

### 1.5 Challenges and Possible Solutions

| POSSIBLE RISKS | MITIGATION (PROPOSED) |
|---|---|
| • Delay in the approval of the new organogram and lack of funding the new service delivery model | • Approval of the new organogram to expedite effective management |
| • Continuous existence of inefficiencies in human resources management and supply chain management<br>• Lack of appropriately skilled personnel human resources management and supply chain management | • Budget cut must not be done to reduce funds and taken out of Department of Education's budget<br>• Funding proposal on populating vacant posts on the new service delivery model<br>• Skilling of personnel through HRD and implementation of performance management system |
| • Organisational Cultural and Structural constraints will impede the implementation of the ICT Governance Framework | • Funding proposal on populating vacant posts on the new service delivery model (structure) and ICT governance forums to be active and effective. |
| • Lack of institutionalising of the Risk Management and Fraud Prevention Plans | • Risk strategy to be developed and institutionalised by all senior managers<br>• Continuous communication of Fraud Prevention Plan |
| • Failure to deal with inefficiencies in the system | • Free up financial resources through resolving various inefficiencies within the system |
| • Review and formulate appropriate responses on performance compliance issues (MPAT Findings, FMCMM, Systems Improvement Plan) | • Development improvement plans and continuous reporting on progress made on compliance issues to improve support services and overall organisational management |

# PROGRAMME 2: PUBLIC ORDINARY SCHOOLS

## 2.1 Programme Description

The purpose of the programme is to provide ordinary education from Grade 1 to 12, in accordance with the South African Act and White Paper 6 on Inclusive Education. All publicly funded goods and services specific to the provisioning of Grade 1 to Grade 12 education in public ordinary schools are covered under the programme. These include goods and services purchased directly for schools by the Department, goods and services purchased by the Department for Section 20 schools under the Norms and Standards for Schools Funding (NSSF), and transfer payments made to Section 21 schools under the NSSF. The programme also covers the professional services to schools and their educators provided by curriculum and subject advisers as well as training and professional development for educators. The programme is structured as follows:

| Sub-Programme | Sub-Programme Purpose |
|---|---|
| **2.1: Public Primary Level** | To provide specific public primary ordinary schools (including inclusive education) with resources required for the Grades 1 to 7 levels. |
| **2.2: Public Secondary Level** | To provide specific public secondary ordinary schools (including inclusive education) with resources required for the Grades 8 to 12 levels. |
| **2.3: Human Resource Development** | To provide Departmental services for the development of educator and non - educators in public ordinary schools. |
| **2.4: School Sport, Culture and Media Services** | To provide additional and Departmentally managed sporting, cultural and reading activities in public ordinary schools (including inclusive education). |
| **2.5 Conditional Grant** | To provide for projects including inclusive education under programme 2 specified by the Department of Basic Education and funded by conditional grants: |

## 2.2 Strategic Goals, Objectives, Performance Indicators and Targets

| Strategic objective | | Performance Indicator | Strategic Plan Target | Actual Performance | Estimated Performance | Medium-Term Targets | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2019/20 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
| **Strategic Goal 1: Equitable access to education and resources** | | | | | | | | | | |
| **SO1.2** | To ncrease access to educat on n pub c ord nary schoo s | The percentage of ch dren who turned 9 n the prev ous year and who are current y enro ed n Grade 4 ( or a h gher grade) | 65 | N/A | N/A | 54 | 54 | 54 | 60 | 65 |
| | | The percentage of ch dren who turned 12 n the preced ng year and who are current y enro ed n Grade 7 (or h gher grade) | 45 | N/A | N/A | 37 | 37 | 37 | 40 | 45 |
| | | Learner absentee sm rate | 2 | N/A | 7 | 3 | 1 | 2 | 2 | 2 |
| | | Teacher absentee sm rate | 1 | N/A | 8 | 4 | 2 | 1 | 1 | 1 |
| **S01.3** | To ncrease access to nc us ve and spec a sed educat on and access to centres wh ch offer spec a st serv ces | Number of fu serv ce schoo s serv c ng earners w th earn ng barr ers | 80 | 5 | 5 | 26 | 30 | 33 | 50 | 80 |
| **SO1.4** | To prov de nfrastructure, f nanc a , mater a , human resources and nformat on-commun cat ons techno ogy (ICT) to schoo s | Number of schoo s prov ded w th med a resources | 1112 | New | New | 1 112 | 1 112 | 1 112 | 1 112 | 1 112 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **SO1.4** | To prov de nfrastructure, f nanc a , mater a , human resources and nformat on-commun cat ons techno ogy (ICT) to schoo s | Number of earner n pub c ord nary schoo s benef t ng from the " no fee schoo s" po cy | 1 599 050 | 1 612 873 | 1 599 046 | 1 599 046 | 1 599 047 | 1 599 048 | 1 599 049 | 1 599 050 |
| **Strategic Goal 2: Quality of teaching and learning improved at all educational institutions** | | | | | | | | | | |
| **SO 2.2** | To ncrease the percentage of Grade 3, 6 and 9 earners perform ng at requ red eve s n anguage and mathemat cs | Number of pr mary schoo s w th an overa pass rate n ANA of 50% and above | 3055 | N/A | N/A | 786 | 1236 | 3055 | 3 055 | 3 055 |
| | | Number of secondary schoo s w th an overa pass rate n ANA of 40% and above | 994 | N/A | 199 | 594 | 705 | 994 | 994 | 994 |
| **SO 2.3** | To ncrease the number of Grade 12 earners who become e g b e for a Bache ors programme at a un vers ty | Number of Secondary schoo s w th a matr c pass rate of 60% and above. | 850 | 507 | 518 | 608 | 700 | 750 | 800 | 850 |
| **Strategic Goal 4: Organizational capacity enhanced through human resource development and talent management** | | | | | | | | | | |
| **SO 4.1** | To deve op and enhance the profess ona and techn ca capac ty and performance of educators | Number of educators tra ned on L teracy/Language teach ng strateg es | 3 672 | 504 | 1836 | 3 672 | 3 672 | 3 672 | 3 672 | 3 672 |
| | | Number of educators tra ned on Numeracy/Mathemat cs teach ng strateg es | 3 672 | N/A | 504 | 3 672 | 3 672 | 3 672 | 3 672 | 3 672 |

### 2.2.2 Programme Performance Measures and Targets

| Programme Performance Measures | 2013/14 Actual | 2014/15 Estimated | 2015/16 Estimated | 2016/17 Estimated | 2017/18 Estimated | 2018/19 Estimated | 2019/20 Estimated |
|---|---|---|---|---|---|---|---|
| ► **PPM 201:** Number of fu serv ce schoo s serv c ng earners w th earn ng barr ers | 4 | 5 | 26 | 30 | 33 | 50 | 80 |
| ► **PPM 202:** Number of pr mary schoo s w th an overa pass rate for ANA of 50% and above | N/A | 724 | 786 | 1236 | 3055 | 3 055 | 3 055 |
| ► **PPM 203:** Number of secondary schoo s w th overa pass rate n ANA of 40 % and above | N/A | 199 | 594 | 705 | 994 | 994 | 994 |
| ► **PPM 204:** Number of secondary schoo s w th a matr c pass rate of 60% and above | 507 | 518 | 608 | 700 | 750 | 800 | 850 |
| ► **PPM 205:** The percentage of ch dren who turned 9 n the prev ous year and who are current y enro ed n Grade 4 ( or a h gher grade) | N/A | N/A | 54 | 54 | 54 | 60 | 65 |
| ► **PPM 206:** The percentage of ch dren who turned 12 n the preced ng year and who are current y enro ed n Grade 7 ( or h gher grade) | N/A | N/A | 37 | 37 | 37 | 40 | 45 |
| ► **PPM 207:** Number of schoo s prov ded w th med a resources | N/A | N/A | 1 112 | 1 112 | 1 112 | 1 112 | 1 112 |
| ► **PPM 208:** Learner absentee sm rate | N/A | 7 | 3 | 1 | 2 | 2 | 2 |
| ► **PPM 209:** Teacher absentee sm rate | N/A | 8 | 4 | 2 | 1 | 1 | 1 |
| ► **PPM 210:** Number of earner n pub c ord nary schoo s benef t ng from the " no fee schoo s" po cy | 1 612 873 | 1 599 046 | 1 599 046 | 1 599 047 | 1 599 048 | 1 599 049 | 1 599 050 |
| ► **PPM 201:1** Number of educators tra ned on L teracy/Language content and methodo ogy | 504 | 1 836 | 3 672 | 3 672 | 3 672 | 3 672 | 3 672 |
| ► **PPM 2012:** Number of educators tra ned on Numeracy/Mathemat cs content and methodo ogy | N/A | 504 | 3 672 | 3 672 | 3 672 | 3 672 | 3 672 |

## 2.3 Resource Considerations

| PROGRAMME 2 | Baseline | Medium-term Strategic Framework Estimates | | | | |
|---|---|---|---|---|---|---|
| **SUB-PROGRAMME PAYMENTS (R'000)** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** |
| 2.1 Pub c pr mary schoo s | 6 490 921 | 6 587 000 | 7 001 031 | 7 351 083 | 7 718 637 | 8 104 569 |
| 2.2 Pub c secondary schoo s | 15 021 316 | 15 848 765 | 16 485 360 | 17 242 006 | 18 104 106 | 19 009 312 |
| 2.3 Human resource deve opment | 97 567 | 97 033 | 105 870 | 111 163 | 116 721 | 122 557 |
| 2.4 Schoo sport and cu ture | 24 594 | 30 091 | 31 716 | 33 302 | 34 967 | 36 715 |
| 2.5 Cond t ona grants | 1 002 631 | 1 070 911 | 1 121 080 | 1 176 798 | 1 235 638 | 1 297 420 |
| **TOTAL** | **22 637 029** | **23 633 800** | **24 745 057** | **25 914 352** | **27 210 069** | **28 570 573** |
| | | | | | | |
| Current payment | 20 573 755 | 21 472 327 | 22 465 804 | 23 521 473 | 24 697 547 | 25 932 424 |
| Transfers and subs d es | 2 036 013 | 2 137 026 | 2 252 588 | 2 365 218 | 2 483 479 | 2 607 653 |
| Payments for cap ta assets | 27 261 | 24 447 | 26 665 | 27 661 | 29 044 | 30 496 |
| Payment for other ntang b e assets | - | - | | - | - | - |
| **TOTAL ECONOMIC CLASSIFICATION** | **21 637 029** | **23 633 800** | **24 745 057** | **25 914 352** | **27 210 069** | **28 570 573** |

## 2.4 Analysis of Budget Trends

The Table above depicts a summary of payments and estimates of expenditure from 2014/15 to 2019/20 per sub-programme and economic classification. Expenditure increased from R20.341 billion in 2011/12 to a revised estimate of R22.637 billion in 2014/15 financial year. In 2015/16, the budget grows by R996 million or 4.4 per cent mainly from the 2014/15 projected over expenditure outcome to augment the shortfall anticipated in the posts provisioning norms and the filling of post for critical subjects in Public Ordinary Schools.

The expected decrease of 17.7 per cent on goods and services is due to the reprioritised LTSM baseline to CoE as a result of reduction in learner numbers and the positive outcome in the retrieval of textbooks policy. The 5 per cent increase on transfers and subsidies is as a result of the growth on NPI and reduction in households. The expected increase of 10.9 per cent on NPI is mainly attributed to maintain the funding of norms and standards at a national threshold. The budget for Households declines by 38.5 per cent due to the current over expenditure as a resulted of payments of accruals for leave gratuities in 2014/15 financial year and unforeseen payments to officials who left the public service. Payments for capital assets decline by 10.3 per cent due to the reprioritisation to fund norms and standards for school funding.

For the two years (2018/19 and 2019/20) the assumption is that expenditure will continue to grow at a rate of about 5% per annum.

## 2.5 Risk Management

| Description of the risk | Measures to mitigate its effects |
|---|---|
| *Small and un viable schools in size, shape and substance* | Rationalise and re-align small, including establishing new schools, for critical mass, quality sound and effective teaching/learning through a regulatory framework relating to: -<br>• *Streams offered in schools based on: -*<br>  • learner enrolment;<br>  • class/ subject enrolment;<br>  • minimum ava*ilability* of subject teachers;<br>  • phase in/out streams as per regulatory framework<br>  • contradictions between scholar transport & hostel provision<br>• *Multi-grade teaching recognising that: -*<br>  • a single teacher school does not stretch beyond a phase for optimal and competent teaching and learning<br>  • such may only occur in the 2nd year, allowing for teaching of rudimentary basics in the beginning of each school phase<br>• *Profile redundant teachers for: -*<br>  • career redirection;<br>  • reskilling; and<br>  • retraining |
| Invariably overcome inability to fill in posts due to insufficient budget allocation in some schools with special education needs learners, on admission to public ordinary schools, in line with the policy of inclusive education by: | • appointing a panel of specialists, including clustering and relocating available expertise in disabilities to Education Leadership Institutes and/or Resource Centres, such as occupational therapists; social workers , speech therapists, educational psychologist and audiologists will be, such that they are of service to a group of Districts, to reduce varying disability weightings; and<br>• engaging disability interns and training them to support teachers in classroom teaching. |
| *Improve resourcing of schools (Norms and Standards for School Funding across all quintiles* | • *Pitch the per capita funding at the same level as in 2014/15, and*<br>  • tighten up controls for procurement processes at school level;<br>  • review LTSM needs and purchases now that CAPS is fully implemented; and<br>  • develop guidelines for introduction of school libraries.<br>• *Review Circular 57 of 2009 and revise criteria for items provided for in funds transferred to schools, and*<br>  • install pre–paid metres to regulate schools' electricity bills;<br>  • ensure minor maintenance repairs get executed from transferred funds; and<br>  • incorporate replacement and/or augmentation of initial furniture supplied from transferred funds. |
| • *Review quintillion of "No Fee" schools* | • gradually correct the financial status of schools to the norm of 60% as against current 92% stand; and |

| **Description of the risk** | **Measures to mitigate its effects** |
|---|---|
| | • raise accountability levels and tighten controls for transfer of funds to schools.<br><br>• *Fund all priorities per sub-programme in the financial year* |
| *Improve functionality of schools for effective management and monitoring* | • Monitor and control the utilisation of funds transferred to schools in terms of Norms & Standards for School Funding and enforce submission of Annual Financial Statements (AFS)<br>• Strengthen functionality of schools through effective management and monitoring strategy of the 5 Ts, which include: -<br>  • ***Time-tabling*** as far it pertains to distribution and/or allocation of workload according to competence and relevance, as per audit and sharpening of available resources and expertise;<br>  • ***Time on Task*** for curriculum coverage, anchored on regular attendance and punctuality which pivot on planning, preparation & delivery, & productivity;<br>  • ***Teachers on Time Teaching*** capped on availability, expertise & deployment for adequate content knowledge and delivery;<br>  • ***Textbooks*** epitomized by availability & use of workbooks, pronounced by language across the curriculum for activities & drill questions; terminology and glossary of terms; and<br>  • ***Testing*** for regular assessment and feedback anchored on validity; reliability and scorability of common thematic question banks.<br><br>• Strengthen the quality of school management, leadership (SMTs) and governance; effective School Governing Body's (SGBs) and Representative Councils for Learners (RCL) through comprehensive training, coaching and mentoring programmes |

# PROGRAMME 3: INDEPENDENT SCHOOL SUBSIDIES

## 3.1 Programme Description:

Programme 3 aims to support independent schools in accordance with the South African Schools Act. The programme provides for registration and management of education in independent schools. This includes sub-programme 3.1, Primary Phase and Sub-Programme 3.2, Secondary Phase. The programme is structured as follows:

| Sub-Programme | Sub-Programme purpose |
|---|---|
| **3.1: Primary Level** | To support independent schools in Grades 1 to 7 |
| **3.2: Secondary Level** | To support independent schools in Grades 8 to 12 |

### 3.2 Strategic Goals, Objectives, Performance indicators and Targets

| Strategic Objective | | Performance Indicators | Baseline | Mid-term Strategic Framework Estimates | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
| | | | | | | | | |
| SO1.4 | To prov de nfrastructure, f nanc a , mater a , human resources and Informat on Commun cat ons Techno ogy to schoo s | Number of subs d sed earners n ndependent schoo s | 40 870 | 42 913 | 45 059 | 47 059 | 49 412 | 51 882 |
| | | Percentage of reg stered ndependent schoo s rece v ng subs d es | 4 | 58 | 58 | 58 | 58 | 58 |
| | | Percentage of reg stered ndependent schoo s v s ted for mon tor ng and support | 0 | 50 | 50 | 50 | 50 | 50 |

### 3.2.1 Programme Performance Measures and Targets

| Programme Performance Measures | 2013/14 Actual | 2014/15 Estimated | 2015/16 Estimated | 2016/17 Estimated | 2017/18 Estimated | 2018/19 | 2019/20 |
|---|---|---|---|---|---|---|---|
| ► **PPM 301** Number of subs d sed earners n reg stered ndependent schoo s | 33 922 | 40 870 | 42 913 | 45 059 | 47 059 | 49 412 | 51 882 |
| ► **PPM 302** Percentage of reg stered ndependent schoo s rece v ng subs d es | 4 | 0 | 58 | 58 | 58 | 58 | 58 |
| ► **PPM 303** Percentage of reg stered ndependent schoo s v s ted for mon tor ng and support | 0 | 0 | 0 | 50 | 50 | 50 | 50 |

### 3.3 Resource Considerations

| **Programme 3** | **Baseline** | **Medium-Term Strategic Framework Estimates** | | | | |
|---|---|---|---|---|---|---|
| | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** |
| Pr mary Phase | 63 160 | 69 251 | 72 991 | 76 640 | 80 472 | 84 495 |
| Secondary Phase | 47 564 | 48 276 | 50 883 | 53 427 | 56 098 | 58 903 |
| **TOTAL** | **110 724** | **117 527** | **123 874** | **130 067** | **136 570** | **143 399** |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Transfers and subsidies**<br>Non-prof t nst tut ons | 110 724 | 117 527 | 123 874 | 130 067 | 136 570 | 143 399 |
| **TOTAL ECONOMIC CLASSIFICATION** | **110 724** | **117 527** | **123 874** | **130 067** | **136 570** | **143 399** |

### 3.4 Analysis of Budget Trends

The Table above shows the summary of payments and estimates of expenditure from 2014/15 to 2019/20 per sub-programme and economic classification respectively. Transfers to independent schools increased from R55.678 million in 2011/12 financial year to a revised estimate of R110.724 million in 2014/15. The latter increase is due to the additional allocation received in the 2013 MTEF to align independent schools with set norms and standards.

Accordingly, in 2015/16, the budget increases by 6.1 per cent to fund 40 870 learners in qualifying independent schools in the province. The department is continuing with the policy of withdrawing allocations from secondary schools that attain less than the provincial average for their Matric results in line with the Norms and Standards.

For the two years (2018/19 and 2019/20) the assumption is that expenditure will continue to grow at a rate of about 5% per annum.

### 3.5 Risk Management

| Description of the risk and its impact | Measures to mitigate its effects |
|---|---|
| Poor implementation of registration regulations | Review registration policy |
| Poor Monitoring | Development of District monitoring framework |
| Funding below the Norms and Standards | Dealing with inefficiencies may rid the system of non-complying schools - implement audit recommendations; |

# PROGRAMME 4: PUBLIC SPECIAL SCHOOL EDUCATION

## 4.1 Programme Description

The aim of the programme is to provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 6 on Inclusive Education: Building an Inclusive Education and Training System. Inclusive Education focuses on eliminating all forms of barriers to learning throughout the system so as to enable all learners to access education and receive educational support. It also addresses human rights and social justice issues through provision of support and access to education of learners who are from previously marginalised groups.

The Public Special School Education deals with the overall management and resourcing of Public Special Schools including Youth Care Centres whose residential management has recently been transferred to Social development. Resourcing includes human, all goods and services utilised in the schools themselves e.g. transfer of funds as subsidies, provision of Assistive Devices, Adapted Equipment, School Buses and LTSM. Learners in special schools, like their counter parts in public ordinary schools do take part in In- School Sports activities, however, all activities affecting learners in special schools should, as far as possible, be integrated with activities of their counter parts in the mainstream schools. The programme is structured as follows:

| Sub-Programme | Sub-Programme Purpose |
|---|---|
| **4.1: Schools** | To provide specific public special schools with resources (including E-learning and inclusive education) |
| **4.2: Human Resource Development** | To provide Departmental services for the development of educators and non-educators in public special schools (including inclusive education). |
| **4.3: School Sport, Culture and Media Services** | To provide additional and Departmentally managed sporting, cultural and reading activities in public special schools (including inclusive schools). |
| **4.4: Conditional Grants** | To provide for projects under PROGRAM 4 specified by Department of Basic Education and funded by conditional grants (including inclusive education) |

## 4.2 Strategic Goals, Objectives, Performance Indicators and Targets

| Strategic Objective | | Performance Indicator | Strategic Plan Target | Actual Performance | Estimated Performance | Medium-Term Targets | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2019/20 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
| **S01.3** | To ncrease access to nc us ve and to centres wh ch offer spec a sed serv ces | Percentage of earners w th spec a needs n spec a schoo s reta ned n schoo unt age 16 | 10 300 | N/A | N/A | N/A | N/A | N/A | 9 500 | 10 300 |
| **SO1.4** | To prov de nfrastructure, f nanc a , mater a , human resources and Informat on Commun cat ons Techno ogy to schoo s | Percentage of spec a schoo s serv ng as Resource Centres | 38 | 04 | 04 | 26 | 29 | 33 | 36 | 38 |

### 4.2.1 Programme Performance Measures and Targets

| PROGRAMME PERFORMANCE MEASURES | 2012/13 Actual | 2013/14 Actual | 2014/15 Estimated | 2015/16 Estimated | 2016/17 Estimated | 2017/18 Estimated | 2018/19 Estimated | 2019/20 Estimated |
|---|---|---|---|---|---|---|---|---|
| ► **PPM401:** Percentage of earners w th spec a needs n spec a schoo s reta ned n schoo unt age 16 | N/A | N/A | N/A | 9 500 | 9 700 | 10 000 | 9 500 | 10 300 |
| ► **PPM402:** Percentage of spec a schoo s serv ng as Resource Centres | 04 | 04 | 04 | 26 | 29 | 33 | 36 | 38 |

## 4.3 Resource Considerations

| PROGRAMME 4 | Baseline | Medium-Term Strategic Framework Estimates | | | | |
|---|---|---|---|---|---|---|
| **Sub Programme Payments (R'000)** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** |
| 4.1 Schoo s | 530 704 | 576 332 | 590 385 | 619 904 | 650 899 | 683 444 |
| 4.2 Human resource deve opment | 747 | 2 442 | 2 571 | 2 699 | 2 834 | 2 976 |
| 4.3 In-schoo sport and cu ture | 2 806 | 1 972 | 5 788 | 6 077 | 6 381 | 6 700 |
| 4.4 Cond t ona grants | 6 555 | 2 067 | - | - | - | - |
| **TOTAL** | **540 812** | **582 813** | **598 743** | **628 680** | **660 114** | **693 120** |
| Compensat on of emp oyees | **442 368** | 466 634 | 484 640 | 508 872 | 534 316 | 561 032 |
| Goods and Serv ces | **26 538** | 31 489 | 24 838 | 26 080 | 27 384 | 28 753 |
| Transfers to Non-Prof t Inst tut ons | **65 540** | 78 013 | 82 226 | 86 337 | 90 654 | 95 187 |
| Mach nery and Equ pment | **6 366** | 6 677 | 7 039 | 7 390 | 7 760 | 8 148 |
| **Total** | **540 812** | **582 813** | **598 743** | **628 680** | **660 114** | **693 120** |

## 4.4 Analysis of Budget Trends

The Table above depicts the summary of payments and estimates of expenditure 2014/15 to 2019/20 per sub-programme and economic classification. Expenditure increased from R434.895 million in 2011/12 to a revised estimate of R540.812 million in. In 2015/16, the budget is expected to increase by 7.8 per cent mainly due to the planned training to be provided to professionals and the increased level of participation in sporting activities as part of inclusive education policy.

CoE grows by 5.5 per cent due to planned recruitment of professionals and technical staff as declared in the post provisioning model. Expenditure on goods and services is projected to increase by 18.7 per cent in 2015/16 largely due to the provision of travelling, training and development for the newly appointed professionals and technical staff in special schools as well as encouraging learners to sporting activities. The 19 per cent projected growth in transfers and subsidies is in relation to the low base in 2014/15 financial year while on the other hand the department is striving in meeting norms and standards for inclusive education by resourcing schools.

For the two years (2018/19 and 2019/20) the assumption is that expenditure will continue to grow at a rate of about 5% per annum.

## 4.5 Risks Management

| Description of the risk and its impact | Measures to mitigate its effects |
|---|---|
| High vacancy rate of specialist sat Head office, districts and special schools affects the implementation of the policy (not one specialist employed at Head Office | The Department has on an incremental basis started the recruitment of support staff and specialist in special schools |
| The implementation of SASL CAPS requires the Department to employ 37 Deaf Teacher Assistants in 4 special schools for the Deaf and one coordinator at Head Office | Curriculum, ECD, Teacher Development, IDS&G,HIV&AIDS, SNP, Finance, SCM, Quality Assurance |
| Slow progress in the implementation of infrastructure projects poses a challenge | Prioritise building of a special school in each district |
| Redeployment currently in process in the EC has halted the recruitment of educators with specialised Education expertise for special schools | Dealing with inefficiencies may rid the system of non-complying schools - implement audit recommendations; |

# PROGRAMME 5: EARLY CHILDHOOD DEVELOPMENT

## 5.1 Programme Description

The purpose of the programme is to increase admission in ECD as well as to increase participation and success rates in GET especially of learners in rural areas including LSEN and the female learner. The programme is structured as follows:

| Sub-Programme | Sub-Programme Purpose |
|---|---|
| **5.1: Grade R in Public Schools** | To provide specific public ordinary schools with resources required for Grade R and encourage more schools to establish grade R classes where space exists |
| **5.2: Grade R in Early Childhood Development Centres** | To support particular community centres at Grade R level |
| **5.3: Pre-Grade R** | To provide training and payment of stipends of Pre-Grade R Practitioners. |
| **5.4: Human Resource Development** | To provide Departmental services for the professional and other development of educators and non-educators in ECD sites. |
| **5.5: Conditional Grants** | To provide for the infrastructure for Early Childhood Development |

## 5.2 Strategic Goals, Objectives, Performance Indicators and Targets

| Strategic objective | Performance Indicator | Actual Performance 2013/14 | Estimated performance 2014/15 | Medium-Term Targets | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
| **Strategic Goal 1: Equitable access to education and resources** | | | | | | | | |
| To mprove access of ch dren to qua ty Ear y Ch dhood Educat on(ECD) | Number of earners enro ed n Grade R n pub c schoo s | 4 557 | 4 472 | 4 472 | 4 472 | 4 472 | 4 472 | 4 472 |
| **Strategic Goal 2**: **Quality of teaching and learning improved at all educational institutions** | | | | | | | | |
| To prov de an ntegrated qua ty ECD prov s on ng | Number of pub c schoo s that offer Grade R | 78% | 78.8% | 80% | 82% | 84% | 86% | 88% |
| **Strategic Goal 4: Organizational capacity enhanced through human resource development and talent management** | | | | | | | | |
| To deve op and enhance the profess ona and techn ca capac ty and performance of educators/ pract t oners | Number of Grade R pract t oners emp oyed n pub c ord nary schoo s per quarter | 5 201 | 5 472 | 5 378 | 5 378 | 5 378 | 5 378 | 5 378 |

### 5.2.1 Programme Performance Measures and Targets

| Programme Performance Measure | Baseline (2014/15) | 2015/16 Estimated | 2016/17 Estimated | 2017/18 Estimated | 2018/19 Estimated | 2019/20 Estimated |
|---|---|---|---|---|---|---|
| **PPM501** Number of pub c schoo s that offer Grade R | 4 557 | 4 472 | 4 472 | 4 472 | 4 472 | 4 472 |
| **PPM502** Percentage of Grade earners who have rece ved Grade R educat on | 78.8% | 80% | 82% | 84% | 86% | 88% |
| **PPM503** Percentage of emp oyed ECD pract t oners w th NQF eve 4 and above | 5 201 | 5 378 | 5 378 | 5 378 | 5 378 | 5 378 |

## 5.3 Resource Considerations

| **PROGRAMME 5** | **Baseline** | **Medium-Term Strategic Framework Estimates** | | | | |
|---|---|---|---|---|---|---|
| **SUB-PROGRAMME PAYMENTS (R'000)** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** |
| 5.1 Grade R n pub c schoo s | 510 285 | 572 634 | 604 009 | 634 209 | 665 919 | 699 215 |
| 5.2 Grade R n commun ty centres | - | - | | | | |
| 5.3 Pre-Grade R Tra n ng | 22 276 | 23 478 | 24 746 | 25 983 | 27 282 | 28 646 |
| 5.4 Human resource deve opment | 1 985 | 2 094 | 2 207 | 2 317 | 2 433 | 2 554 |
| 5.5 Cond t ona grants | - | - | - | - | - | - |
| **TOTAL** | **534 546** | **598 206** | **630 961** | **662 509** | **695 634** | **930 416** |
| | | | | | | |
| Current payment | **517 537** | **590 409** | **622 743** | **653 880** | **686 574** | **720 903** |
| Compensat on of emp oyees | 331 696 | 364 641 | 384 731 | 403 968 | 424 166 | 445 375 |
| Goods and serv ces | 185 841 | 225 768 | 238 012 | 249 912 | 262 408 | 275 528 |
| Transfers and subs d es | 17 009 | 7 797 | 8 218 | 8 629 | 9 060 | 9 513 |
| Payments for cap ta assets | | | | | | |
| **TOTAL ECONOMIC CLASSIFICATION** | **534 546** | **598 206** | **630 961** | **662 509** | **695 634** | **730 416** |

## 5.4 Analysis of Budget Trends

The Table above depicts the summary of payments and estimates of expenditure from 2014/15 to 2019/20 per sub-programme and economic classification. Total expenditure increased from R365.451 million in 2011/12 to a revised estimate of R534.546 million in 2014/15. In 2015/16, the budget is projected to increase by 11.9 per cent.

Compensation of Employees is expected to grow by 9.9 per cent due to provision of funding for the conversion of stipends to salaries for qualified ECD practitioners with effect from 2015/16. Expenditure on goods and services is projected to increase by 21.5 per cent growth largely due to the provision for the training of ECD practitioners to attain ECD NQF Level 6 whilst Pre-Grade R practitioners will be provided with accredited NQF Level 4 training on ECD, and the centralisation of LTSM from transfers and subsidies to goods and services, hence, the decline of 54.2 per cent on Transfers and Subsidies.

For the two years (2018/19 and 2019/20) the assumption is that expenditure will continue to grow at a rate of about 5% per annum.

## 5.5 Risk Management

| **Description of the risk and its impact** | **Measures to mitigate its effects** |
|---|---|
| Funding of Grade R learners below the national threshold of 70% the cost of a Grade 1 learner | Funding of Grade R learners to be reviewed during budget processes |
| Conditions of service for Grade R practitioners not finalized | Department of Basic Education to finalize Conditions of Service for Grade R practitioners |
| Poor monitoring due to under staffing at district and provincial offices | Vacant posts at district and provincial levels to be filled |

# PROGRAMME 6: INFRASTRUCTURE DEVELOPMENT

## 6.1 Programme Description

The aim of the programme is to provide and maintain infrastructure facilities for the administration and schools. The primary objective of the Department's Infrastructure Programme is to provide facilities in such a manner that the delivery process is consistent with these goals and in accordance with the Infrastructure Delivery Management System (IDMS). The physical facilities must enhance the quality of the teaching and the learning environment, and restore the pride and dignity of learners, educators and communities. Goods, services and payments included and excluded*:* Includes goods and services required for the infrastructure development and maintenance of the buildings. The programme is structured as follows:

| Sub-programme | Sub-programme purpose |
|---|---|
| **6.1: Administration** | To provide goods and services required for the office infrastructure development and maintenance |
| **6.2: Public Ordinary Schools** | To provide goods and services required for the public ordinary schools (main stream and full service schools) infrastructure development and maintenance |
| **6.3: Special Schools** | To provide goods and services required for the special schools infrastructure development and maintenance |
| **6.4: Early Childhood Development** | To provide goods and services required for the early childhood development infrastructure development and maintenance |

## 6.2 Strategic Objectives, Performance Indicators and Targets

| Strategic Objective | | Performance Indicator | Strategic Plan Target | Actual Performance | Estimated Performance | Medium-Term Targets | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 2019/20 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
| SO1.4 | To prov de nfrastructure, f nanc a , mater a , human resources and Informat on-Commun cat ons Techno ogy to schoo s | Number of pub c ord nary schoo s prov ded w th water supp y | 208 | 53 | 157 | 165 | 178 | 188 | 198 | 208 |
| | | Number of pub c ord nary schoo s prov ded w th e ectr c ty supp y | 121 | 25 | 87 | 95 | 103 | 107 | 112 | 121 |
| | | Number of pub c ord nary schoo s supp ed w th san tat on fac t es | 315 | 47 | 154 | 246 | 259 | 273 | 287 | 315 |
| | | Number of c assrooms bu t n pub c ord nary schoo s | 645 | 361 | 763 | 509 | 543 | 586 | 615 | 645 |
| | | Number of spec a st rooms bu t n pub c ord nary schoo s | 135 | 78 | 34 | 83 | 109 | 117 | 124 | 135 |
| | | Number of new schoo s comp eted and ready for occupat on ( nc udes rep acement schoo s) | 78 | New | New | 24 | 31 | 54 | 61 | 78 |
| | | Number of new schoo s under construct on ( nc udes rep acement schoo s) | 53 | New | New | 18 | 34 | 41 | 49 | 53 |
| | | Number of Grade R c assrooms bu t | 116 | New | New | 84 | 93 | 98 | 107 | 116 |
| | | Number of hoste s bu t | 0 | New | New | 0 | 0 | 0 | 3 | 0 |
| | | Number of schoo s undergo ng schedu ed ma ntenance | 51 | New | New | 21 | 33 | 37 | 43 | 51 |

### 6.2.1 Programme Performance Measures and Targets

| Programme Performance Measures for Programme 6 | 2012/13 Actual | 2013/14 Actual | 2014/15 Estimated | 2015/16 Estimated | 2016/17 Estimated | 2017/18 Estimated | 2018/19 Estimated | 2019/20 Estimated |
|---|---|---|---|---|---|---|---|---|
| ► **PPM 601:** Number of pub c ord nary schoo s to be prov ded w th water supp y | 233 | 53 | 157 | 165 | 178 | 188 | 198 | 208 |
| ► **PPM 602** :Number of pub c ord nary schoo s to be prov ded w th e ectr c ty supp y | 68 | 25 | 87 | 95 | 103 | 107 | 112 | 121 |
| ► **PPM 603:** Number of pub c ord nary schoo s to be supp ed w th san tat on fac t es | 233 | 47 | 154 | 246 | 259 | 273 | 287 | 315 |
| ► **PPM 604:** Number of c assrooms to be bu t n pub c ord nary schoo s | 750 | 361 | 763 | 509 | 543 | 586 | 615 | 645 |
| ► **PPM 605:** Number of spec a st rooms to be bu t n pub c ord nary schoo s | 233 | 78 | 34 | 83 | 109 | 117 | 124 | 135 |
| ► **PPM606:** Number of new schoo s comp eted and ready for occupat on ( nc udes rep acement schoo s) | New | New | New | 24 | 31 | 54 | 61 | 78 |
| ► **PPM607:** Number of new schoo s under construct on ( nc udes rep acement schoo s) | New | New | New | 18 | 34 | 41 | 49 | 53 |
| ► **PPM608:** Number of Grade R c assrooms bu t | New | New | New | 84 | 93 | 98 | 107 | 116 |
| ► **PPM609:** Number of hoste s bu t | New | New | New | 0 | 0 | 0 | 3 | 0 |
| ► **PPM610:** Number of schoo s undergo ng schedu ed ma ntenance | New | New | New | 21 | 33 | 37 | 43 | 51 |

## 6.3 Resource Considerations

| PROGRAMME 6 | Baseline | Medium-term Strategic Framework Estimates | | | | |
|---|---|---|---|---|---|---|
| **SUBPROGRAMME PAYMENTS (R'000)** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** |
| 6.1 Adm n strat on | 57 749 | 35 797 | 27 306 | 28 679 | 30 113 | 31 619 |
| 6.2 Pub c Ord nary Schoo s | 999 300 | 1 490 206 | 1 082 609 | 776 119 | 814 925 | 855 671 |
| 6.3 Spec a Schoo s | 110 093 | 113 610 | 105 608 | 255 237 | 267 999 | 281 399 |
| 6.4 ECD | 73 016 | 184 264 | 346 480 | 339 965 | 356 963 | 374 811 |
| **TOTAL** | **1 240 158** | **1 823 877** | **1 562 003** | **1 400 000** | **1 470 000** | **1 543 500** |
| **PAYMENTS BY ECONOMIC CLASSIFICATION** | | | | | | |
| Current payment | 131 033 | 249 115 | 67 647 | 84 795 | 89 035 | 93 486 |
| Compensat on of emp oyees | 8 181 | 24 425 | 25 646 | 26 929 | 28 275 | 29 689 |
| Goods and serv ces | 122 852 | 224 690 | 42 001 | 57 866 | 60 759 | 63 797 |
| Transfers and subs d es | - | - | - | - | - | - |
| Payments for cap ta assets | 1 109 125 | 1 574 762 | 1 494 356 | 1 315 205 | 1380 965 | 1 450 014 |
| **TOTAL ECONOMIC CLASSIFICATION** | **1240 158** | **1 823 877** | **1 562 003** | **1 400 000** | **1 470 000** | **1 543 500** |

## 6.4 Analysis of budget trends

Table above shows the summary of payments and estimates of expenditure from 2014/15 to 2019/20 per sub-programme and economic classification. Expenditure increased from R920.937 million in 2011/12 to R1.240 billion in 2014/15.

The growth of 47.1 per cent is due to the increase of R98.078 million in the conditional grant allocation from DBE as an incentive for infrastructure development, for disaster management in schools and upgrading and adding of 4 hostels. This directly affects the 42 per cent growth on Payments for Capital Assets.

For the two years (2018/19 and 2019/20) the assumption is that expenditure will continue to grow at a rate of about 5% per annum.

## 6.5 Risk Management

| **Description of the risk and its impact** | **Measures to mitigate its effects** |
|---|---|
| **Decrease in equitable share –inability to maintain offices** | **Motivate for more funds** |
| Capacity to plan and monitor projects – challenge of close out reports. Negligent behaviour both internally and with IAs | Filling of vacant infrastructure posts using the HR Strategy funds. A team from OTP to monitor all problematic areas, intervention by the MEC with IAs. To strengthen |
| Dilapidation of schools - lack of maintenance & capacity to monitor maintenance budgets of schools and absence of general workers in schools | Appointment of works inspectors in districts<br>Funding to appoint non educators in schools |
| Budget for disasters, vandalism, emergencies, arson etc. | Provide for all these from EIG - prioritisation |
| Lack of integration and alignment of departmental plans to those of municipalities | Strengthen collaboration with municipalities, other departments |

# PROGRAMME 7: EXAMINATIONS AND EDUCATION RELATED SUPPORT SERVICES

## 7.1 Programme Description

The purpose of the programme is to provide education institutions as a whole with examination and education related services. The Programme deals predominantly with the planning, monitoring, implementation and support of the teaching, learning and assessment policies and programmes in schools. Furthermore, this program ensures that the development and promotion of indigenous language. the investment in the acquisition of priority skills such as the achievements of the high levels of competence in writing, reading and counting by millions of Eastern Cape learners and also improving performance in Mathematics and Sciences from Grade R-12. Annual National Assessment is used as a means to assess the levels of competence of learners in Mathematics and Languages in Grades 1-9. The real issue is to ensure that all the learners are competent in reading, writing and counting and the improvement of the literacy rate of learners over 70% those are performing at 50% and above by 2019.

The programme also includes the resourcing of the implementation of HIV/AIDS policies and programmes at schools by means of a conditional grant as well as accounting for the PSETA skills levy: To enhance the protection offered by schools to prevent and mitigate the impact of HIV. To increase knowledge, skill & confidence amongst learners and educators to take self-appropriate sexual and reproductive health decisions. To increase access to sexual and reproductive health services including HIV services for learners and educators. To provide employee HRD in accordance with the Skills Development Sub-programmes. The structure of the programme is as follows:

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| Sub-programme | Sub-programme purpose |
|---|---|
| **7.1: Payments to SETA** | To provide employee HRD in accordance with the Skills Development Act. |
| **7.2:Professional Services** | To provide educators and learners in schools with Departmentally managed support services. |
| **7.3 Special Projects** | To provide for special Departmentally managed intervention projects in the education system as a whole. |
| **7.4: External Examinations** | To provide for Departmentally managed examination services and Assessment |
| **7.5: Conditional Grants** | *Conditional Grant Projects*<br>To provide for projects specified by the Department of Basic Education that are applicable to more than one program and funded from conditional grants:<br>To enhance the protection offered by schools to prevent and mitigate the impact of HIV.<br>▪ To increase knowledge, skill & confidence amongst learners and educators to take self-appropriate sexual and reproductive health decisions.<br>▪ To increase access to sexual and reproductive health services including HIV services for learners and educators. |

## 7.2 Strategic Goals, Objectives, Performance indicators and Targets

| Strategic objective | | Performance Indicator | Baseline | Medium-Term Strategic Framework Estimates | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
| **Strategic Goal 1:Equitable access to education** | | | | | | | | |
| **SO 2.1** | To ncrease to educat on n pub c ord nary schoo s | Percentage of earners who passed Nat ona Sen or Cert f cate (NSC) | 70% | 75% | 77% | 79% | 81% | 85% |
| **SO 2.3** | To ncrease the number of Grade 12 earners who become e g b e for a Bache ors Program at a un vers ty | Percentage of Grade 12 earners who obta ned bache or passes n the NSC | 20% | 22% | 25% | 28% | 31% | 35% |
| **SO 2.4** | To ncrease the number of Grade 12 earners who pass Mathemat cs and Phys ca Sc ences | Percentage of Grade 12 earners ach ev ng 50 % and above n Mathemat cs | 20% | 27% | 35% | 42% | 50% | 56% |
| | | Percentage of Grade 12 earners ach ev ng 50 % and above n Phys ca Sc ences | 20% | 27% | 35% | 42% | 50% | 56% |
| **Strategic Goal 2: Improve quality of teaching and learning at all educational institutions** | | | | | | | | |
| | To ncrease the percentage of Grade 3, 6 and 9 earners | Percentage of Grade 3 earners ach ev ng 50 % and above n Home Languages n the Annua Nat ona Assessment(ANA) | 54% | 58% | 62% | 66% | 68% | 70% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **SO 2.2** | perform ng at requ red eve s n Language<br><br>and Mathemat cs | Percentage of Grade 3 earners ach ev ng 50 % and above n Mathemat cs n the Annua Nat ona Assessment (ANA) | 58% | 60% | 62% | 64% | 66% | 68% |
| | | Percentage of Grade 6 earners ach ev ng 50 % and above n Home Languages n the Annua Nat ona Assessment (ANA) | 50% | 55% | 60% | 65% | 67% | 69% |
| | | Percentage of Grade 6 earners ach ev ng 50 % and above n Mathemat cs n the Annua Nat ona Assessment (ANA) | 45% | 50% | 55% | 60% | 65% | 71% |
| | | Percentage of Grade 9 earners ach ev ng 50 % and above n Home Languages n the Annua Nat ona Assessment (ANA) | 35% | 40% | 45% | 50% | 60% | 74% |
| | | Percentage of Grade 9 earners ach ev ng 50 % and above n Mathemat cs n the Annua Nat ona Assessment (ANA) | 40% | 45% | 50% | 57% | 65% | 75% |

### 7.2.1 Programme Performance Measures

| ► Programme Performance Measures | 2014/15 Baseline | 2015/16 Estimated | 2016/17 Estimated | 2017/18 Estimated | 2018/19 Estimated | 2019/20 Estimated |
|---|---|---|---|---|---|---|
| ► **PPM701:** Percentage of earners who passed Nat ona Sen or Cert f cate (NSC) | 70% | 75% | 77% | 79% | 81% | 85% |
| ► **PPM702:** Percentage of Grade 12 earners pass ng at bache or eve | 20% | 22% | 25% | 28% | 31% | 35% |
| ► **PPM703:** Percentage of Grade 12 earners ach ev ng 50 % or more n Mathemat cs | 20% | 27% | 35% | 42% | 50% | 56% |
| ► **PPM704:** Percentage of Grade 12 earners ach ev ng 50 % or more n Phys ca Sc ences | 20% | 27% | 35% | 42% | 50% | 56% |
| ► **PPM705:** Percentage of Grade 3 earners ach ev ng 50 % and above n Home Language n the Annua Nat ona Assessment (ANA) | 54% | 58% | 62% | 66% | 68% | 70% |
| ► **PPM706:** Percentage of Grade 3 earners ach ev ng 50 % and above n Mathemat cs n the Annua Nat ona Assessment (ANA) | 58% | 60% | 62% | 64% | 66% | 68% |
| ► **PPM707:** Percentage of Grade 6 earners ach ev ng 50 % and above n Home Language n the Annua Nat ona Assessment (ANA)) | 50% | 55% | 60% | 65% | 67% | 69% |
| ► **PPM708:** Percentage of Grade 6 earners ach ev ng 50 % and above n Mathemat cs n the Annua Nat ona Assessment (ANA) | 45% | 50% | 55% | 60% | 65% | 71% |
| ► **PPM709:** Percentage of Grade 9 earners ach ev ng 50 % and above n Home Languages n the Annua Nat ona Assessment (ANA) | 35% | 40% | 45% | 50% | 60% | 74% |
| ► **PPM710:** Percentage of Grade 9 earners ach ev ng 50 % and above n Mathemat cs n the Annua Nat ona Assessment (ANA) | 40% | 45% | 50% | 57% | 65% | 75% |

### 7.3 Resource Considerations

| PROGRAMME 7 | Baseline | Medium-Term Strategic Framework Estimates | | | | |
|---|---|---|---|---|---|---|
| **SUBPROGRAMME PAMENTS (R'000)** | **2014/15** | **2015/16** | **2016/17** | **2017/18** | **2018/19** | **2019/20** |
| 7.1 Payments to SETA | 13 416 | 5 705 | 6 034 | 6 336 | 6 653 | 6 985 |
| 7.2 Profess ona Serv ce | 29 844 | 45 742 | 50 108 | 52 613 | 55 244 | 58 006 |
| 7.3 Spec a projects | 1 415 | 1 302 | 1 953 | 2 051 | 2 153 | 2 261 |
| 7.4 Externa exam nat ons | 234 784 | 222 609 | 233 756 | 245 444 | 257 716 | 270 602 |
| 7.5 Cond t ona grant | 38 741 | 37 086 | 39 421 | 41 392 | 43 462 | 45 635 |
| **TOTAL** | **318 200** | **312 444** | **331 272** | **347 836** | **365 228** | **383 489** |
| Current payment | 284 486 | 276 969 | 293 951 | 308 649 | 324 081 | 340 286 |
| Transfers and subs d es | 32 837 | 25 979 | 27 403 | 28 773 | 30 212 | 31 722 |
| Payments for cap ta assets | 877 | 9 496 | 9 918 | 10 414 | 10 935 | 11 481 |
| **TOTAL ECONOMIC CLASSIFICATION** | **318 200** | **312 444** | **331 272** | **347 836** | **365 228** | **383 489** |

## 7.4 Analysis of budget trends

The Table above provides a summary of payments and estimates of expenditure from 2014/15 to 2019/20 per sub-programme and economic classification. Expenditure increased from R239.577 million in 2011/12 to R318.200 million in 2014/15. In 2015/16, the budget is projected to decrease by 1.8 per cent due the reprioritised budget to Public Ordinary Schools for educators participating in the examination process.

From 2014/15 to 2015/16, expenditure on CoE increases by 7.2 per cent due to the low base in the 2014/15 financial year. The projected decline of 8.5 per cent on Goods and Services is due to the shifting of funds to Machinery and Equipment for the purchase of computers and office furniture for the new Exam Centre in 2015/16, hence the growth of 982.8 per cent on Payments for Capital Assets.

Transfers and subsidies' budget is expected to decrease by 20.9 per cent due to the reduction of SETA budget allocations as a result of function shift in lieu of FET and AET to the National Department of Basic Education.

For the two years (2018/19 and 2019/20) the assumption is that expenditure will continue to grow at a rate of about 5% per annum.

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## 7.5 Risk Management

| Description of the risk and its impact | Measures to mitigate its effects |
|---|---|
| The sheer s ze and scope of the schoo s and earners that be ong to poor soc o-econom c range. | The dec arat on of these poor schoo s and earners as 'no fee pay ng' schoo s through favourab e norms and standards for fund ng |
| The decreas ng budget n contrast to the ncreas ng teach ng, earn ng and assessment mandates and demands. | The cont nuous re-pr or t zat on of the budget to reduce waste and dent f cat on of neff c enc es. |
| The h gh drop-out and the repet t on rate n the schoo ng system from Grade R-12 | The mp ementat on of ntervent on programmes and mon tor ng comp ance to promot on po cy by schoo s. |
| The d re shortage of Mathemat cs, Sc ence and Techno ogy Educat on teachers, espec a y n the rura areas. | The acce erated tra n ng of teachers, award ng of bursar es and ock ng the rec p ents of bursar es to contractua ob gat on to serve after the comp et on of the r stud es. The prov s on of rura ncent ves to teachers. The nfus on of ICT nto educat on to a ev ate shortage of teachers through the use of sate te teach ng fac t es such as Te emat cs centres etc. |
| The m grat on of earner popu at on from rura to urban areas thus reduc ng schoo enro ments n the rura areas and ead ng to the c osure of schoo s. | The rat ona zat on of schoo s and the programme to start the recap ta sat on and bu d ng of more hoste fac t es n se ected areas n the prov nce n the med um to ong term |
| Weak earner performance track ng systems | The ntens f cat on of the use of SASAMS<br><br>And a so nterface w th other p atforms such as, Integrated Exam nat on Computer System (IECS) and Bus ness Inte gence System. |

# PART C: LINKS TO OTHER PLANS

## 1. CAPITAL INVESTMENT, MAINTENANCE AND ASSET MANAGEMENT PLAN

### CAPITAL INVESTMENT

In addition to the Department's specific strategic objectives, the Infrastructure plans set the following further objectives, which are all consistent with the Strategic Goals of the Department and the government's Medium Term Strategic Framework, viz

- Providing adequate basic services such as water, sanitation and electricity to schools by in line with norms and standards.
- Systematically eliminating the backlog in classroom accommodation and progressively improving access to facilities such as libraries and laboratories (i.e. progressive and systematic achievement of Minimum and Optimum Functionality)
- Aligning the EC DoE backlog intervention with the ASIDI intervention.
- Re-alignment of schools and re-organisation of small schools that are no longer sustainable, or which are under-utilised.
- Intensifying efforts to ensure that all schools have safe environments for all children.
- Improving User Asset Management Planning, together with more emphasis on life cycle planning (especially improved maintenance planning), and provision of infrastructure that complements and promotes the relevant curriculum, especially regarding outcomes based education
- Ensuring that training and skills development initiatives form part of building programmes to respond to the requirements of the economy, rural development challenges and social integration
- Promoting the principles of sound asset and financial management, and effectively implementing these to ensure that all legislative compliance and audit criteria are met, and best practices are utilised throughout
- Effective and efficient implementation of the Education Facilities Management System (EFMS).

The Eastern Cape Department of Education has an infrastructure stock which comprises 5 552 schools (including ECD centres but excluding independent schools). These schools, many of which are old mud structure buildings, provide teaching spaces for just over 1,889 million learners in the Province.

Whilst the current facilities are still insufficient for its purposes, the Department has made significant inroads into eradicating backlogs and improving physical conditions at schools throughout the Province over the past 20 years. There are, however, still substantial backlogs to be overcome, especially now with the introduction of Regulations relating to Minimum Uniform Norms & Standards for Public School Infrastructure which were published in November 2013. The current estimate of the backlogs (in terms of the target dates set in the regulations) is summarised in the table below (the specific backlogs were shown earlier in this document, only a summary follows.

| Component | Cost | Cumulative |
|---|---|---|
| Three Year Timeframe (Nov 2013 - Nov 2016) | *R 2,497,964,181* | R 2,497,964,181 |
| Seven Year Timeframe (Nov 2013 - Nov 2020) | *R 13,343,156,181* | R 15,841,120,362 |
| Ten Year Timeframe (Nov 2013 - Nov 2023) | *R 13,508,968,872* | R 29,350,089,234 |
| Seventeen Year Timeframe (Nov 2013 - Nov 2030) | *R 18,096,087,294* | R 47,446,176,528 |
| Condition backlog (maintenance) | R 3,812,729,014 | R 3,812,729,014 |
| **TOTAL** | | **R 51,258,905,542** |

It needs to be noted, however, that the infrastructure provided over the period 2009 – 2014 has reduced the backlog by more than R3,5 billion. Whilst this is substantial, it is clear that a more concerted intervention will be needed to meet the targets by 2030.

The re-alignment of schools to conform to the national model of a first stream Grade R – Grade 7 and a second stream Grade 8 – Grade 12 also needs to be accommodated. A further challenge is the rationalization of small schools where effective education is not sustainable. These processes have already commenced, and it has become apparent that the re-alignment process will require further investment that will need to be phased over a number of years.

After many years of under-capacitation of the Department's infrastructure unit, this is now being addressed through a comprehensive HR strategy which will see the infrastructure unit being elevated to a Chief Directorate and the appointment of 13 technical professionals. The two Director posts (Infrastructure Planning and Programme Management) are in the process of recruitment, and these appointments will be in place by the start of the 2015/16 financial year.

**Improvement Programmes**

**Conventional Building Programmes**

This programme addresses the shortage of educational facilities (mainly classrooms) together with the refurbishment of existing facilities where necessary. The necessary facilities required are provided in accordance with the norms and standards and levels of service as described previously. All the required facilities as determined are provided during a single intervention (i.e.: preferably not phased), the intention being that the Department should not need to return to any particular school until the medium to long term.

The main focus of the conventional programme is on the eradication of mud structures and the replacement of other inadequate and/or unsafe structures. The Department's current policy is to split FET and GET schools in accordance with the national model for re-alignment, and this approach will be followed with all new schools that are built.

**Eradication of Mud and Unsafe Structures**

All new structures to be provided will be built according to the requirements of a school subscribing to the norms and standards as per the Regulations. The mud structure situation is being addressed concurrently with the finalisation of the projects under way. This will be undertaken in conjunction and close consultation with the ASIDI programme of the national Department. The split in funds among this and the foregoing will vary, but initially it is foreseen that a significant portion of the available budget will go to this programme.

**Basic Services & Safety**

**Water and Sanitation**

The Department is attempting to address the backlog in sanitation and water supply at schools, and has a dedicated programme for this. This is dealt with on an area basis, prioritising areas of greatest need first (especially areas that are prone to cholera outbreaks). Close consultation is maintained between the Departmental and ASIDI interventions. The Department collaborates closely with DWAS to plan and co-ordinate water supply and sanitation programmes to schools and clinics.

The Department of Education includes Water and Sanitation as part of the total package to schools under programme 8.2. However, for the department has now prioritized water and sanitation, and has planned and budgeted separately for these, over and above the normal school building programme referred to above.

**Fencing**

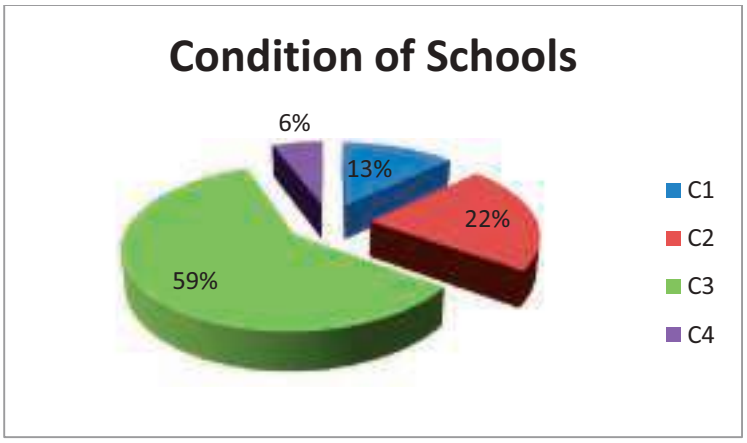
Security fencing is provided around the perimeter of the school, as part of the building programme. In higher sensitivity areas even palisade fencing may be considered. Fencing is on the seven year programme, as it affects safety, and is included in intervention programmes that include water and sanitation. In general the outer years of the MTEF will focus on the implementation of such projects as part of the overall programme within programme 8.2.

**Electrification**

All schools will be electrified where electricity supply is available. Where there is no electricity as yet, but the school is planned for inclusion in the Eskom grid, conduits will be provided and these blanked off at switch and plug points. If the school is outside the Eskom grid, it will be included in the Department's non-grid electrification programme. This provides for essential electrification such as lighting. There is a small but continuous process in place to upgrade non-grid electrification. The electrification of schools is also being addressed by the ASIDI programme, and close consultation is maintained with the DBE to avoid duplication of effort and ensure effective delivery.

**MAINTENANCE**

The current condition of the Department's assets is shown graphically in the diagram below




The condition ratings referred to in the diagram are defined as follows:

| | |
|---|---|
| C1 Very poor | (CBM > 30%) |
| C2 Poor | (CBM 18% - 30%) |
| C3 Fair | (CBM 4% - 18%) |
| C4 Good | (CBM < 4%) |

The Condition Based Maintenance index (CBM) is the ratio of repair cost to replacement cost

The Department acknowledges that, to maintain the value of its physical assets, it needs to budget sufficient annual funding for this purpose. However, due to budget constraints, the focus of the Department's maintenance programme has therefore been on addressing emergencies and disasters. However, the Department will need to allocate a greater portion of its budget to maintenance in future, hence the entire budget will need to be increased to be able to meet the targets in terms of the regulations as well as undertake planned maintenance

With regard to budgeting for maintenance, the Department is guided by international research and best practice, which indicates that the annual maintenance budget for fixed assets should be between 2% and 4% of the

replacement value of the assets, depending on the type of asset. In the case of buildings such as schools consensus is that the annual maintenance budget should be in the order of 2.5% replacement value of the buildings. With the current replacement value of the Department's buildings estimated at over R60bn, the annual maintenance requirement is in the order of R1,5bn. This is over and above any rehabilitation that would be required as a result of deferred maintenance (i.e. maintenance not done as a result of insufficient budget over any particular period). Typically the annual routine (day to day) maintenance budget has been in the order of R200m. This is about 0,5% of the replacement value of the current asset stock, which is well below the industry norm indicated earlier

Clearly this is a situation that needs to be addressed urgently. However, in the light of the existing backlogs, it is difficult to justify the commitment of such substantial amounts to maintenance. The Department has increased its maintenance budget significantly in recent years, and intends continuing this trend. The Department has allocated the following budgets to maintenance related work in 2015/16, in line with its undertaking to increase maintenance expenditure annually. This is to give effect to its commitment to prioritising the maintenance of its assets.

- Day-to-day maintenance (portion of N&S funding directly to schools) R342m
- Maintenance & repairs R213m
- Refurbishment & renovation (including R50m for disasters) R114m

**TOTAL** **R669m**

It has also developed a maintenance plan for utilising this budget. However, additional funding for maintenance needs to be sourced. The current budget is insufficient to eradicate mud structures and address backlogs, and also maintain existing infrastructure adequately.

To-date routine maintenance has been fairly limited, as the emphasis of the infrastructure programme has been on eliminating historical backlogs and replacing uninhabitable buildings, such as mud structures. Typically the annual routine (day to day) maintenance budget has been in the order of R50 – R80m, which is about 0,2% of the replacement value of the current asset stock. Last year this was increased to R160m, which is 0,4% of replacement value, but still well below the industry norm of 2%. Maintenance funds are transferred directly to the schools to which they are allocated (Section 21 schools) or to the District office to procure services on their behalf (Section 20 schools).

- The Department's current approach to maintenance is as follows:
- DRPW to put framework contracts in place per District Municipality for call down to address maintenance – building works, electricity and plumbing
- Schools to prepare of school development plans, which must include maintenance plan. EDOs to support the formulation of these plans
- Maintenance budgets to be devolved to District level
- Capacity of Works Inspectors in Districts to be increased
- Ratio / relationship between capital works and maintenance to be reviewed. Involve DRPW in determination of life cycle costing
- Consider need for major refurbishment at Quintile 4 and 5 schools. The Department needs to preserve the asset value of these facilities
- Local economic development, job creation, youth development to be promoted as part of maintenance approach. Strategy to be developed for replication of the Butterworth pilot
- Relationships to be developed with municipalities re maintenance of schools, possibly on agency basis
- Condition assessment data must be kept up to date and must form the basis of planning and prioritising maintenance
- 2014/15 Targets will represent a minimum of 5% of the indicative budget, increasing to 10% over the MTEF
- Systematically improving the quality of information on which routine maintenance is based. Condition assessments at all schools to be completed and loaded onto EFMS database.

**ASSET MANAGEMENT**

The primary objective of the Department's infrastructure programme thus is to provide and maintain facilities in such a manner that they enhance the quality of the teaching and the learning environment, and restore the pride and dignity of learners, educators and communities. In order to do this it must establish and maintain a reliable database of all its assets to facilitate effective and efficient infrastructure planning. The Department has therefore established an Education Facilities Management System (EFMS) which serves as a programme management system, asset and condition database, and as a planning tool. The current enhancement and operationalisation of the EFMS will greatly assist with programme management and reporting.

In addition the Department has embarked on an initiative to update condition assessments at all its facilities. The national department has assessed 3 139 schools, and the Department has addressed the balance of 2 521 schools. This information will all be available to support planning and project prioritisation from the beginning of the 2015/16 financial year.

A strategy for maintaining the currency of the data is being developed to ensure that it remains up to date and reliable. This will entail extensive involvement and training of District works inspectors. Provisioning of the necessary hardware for this purpose is provided for in the contract for the current condition assessment initiative.

In the light of the increased maintenance budgets, more systematic maintenance can be undertaken. The EFMS and the condition data will play an integral part of this process.

# 2. INFORMATION-COMMUNICATIONS TECHONOLOGY STRATEGIC PLAN: 2015/16 – 2019/20

## 1. INTRODUCTION

Technology has become an increasingly critical factor in providing excellent government services. The key requirement for the ICT Strategy is to ensure that it has both external, citizen-centric focus aimed at addressing the goals of ECDoE as well as the provincial and national goals to ensure solid ICT foundation to support delivery.

The ICT Strategic Plan focuses on three years and there are five strategic thrusts which are interlinked and that need to be urgently as part of the transformation journey regarding ICT; namely:

- Equitable access to education and resources;
- Quality of teaching and learning improved at all educational institutions;
- School functionality improved for learner achievement at all levels;
- Organizational capacity enhanced through human resource development and talent management;
- Social cohesion promoted through cooperation with all stakeholders in education; and
- Efficient administration through good corporate governance and management.

The ECDoE ICT Strategic Plan is based on four basic questions:

- Where are we now? - The Situation
- Where are we going? - Current Direction
- Where should we be going? - Desired Direction
- How will we get there? - The Strategic Plan

Four basic principles have guided the development of this plan:

**Principle 1:**
Technology Investment Must Be Linked To Process Improvement.

**Principle 2:**
Standardization, integration, and consolidation are key to maintaining a scaleable technology infrastructure that maximizes return on investment.

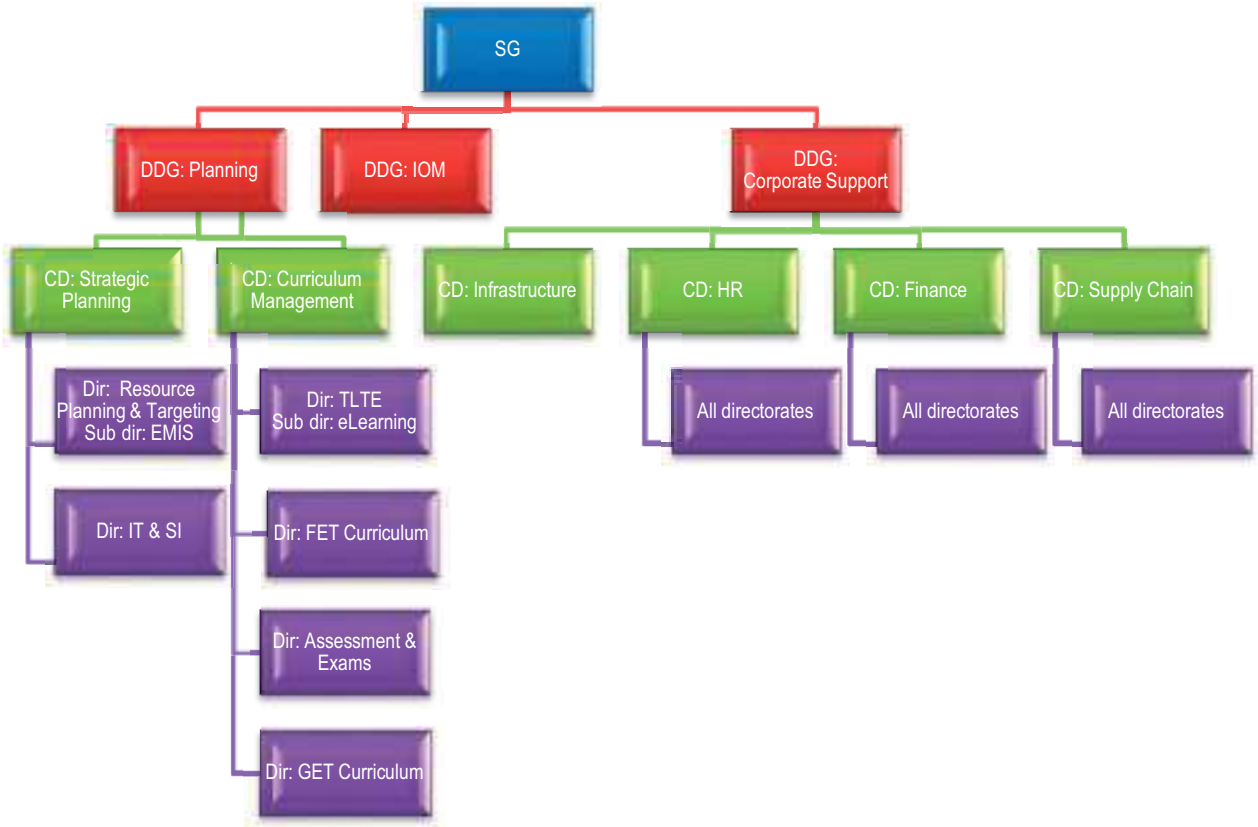
**Principle 3:**
Technology projects must be fully funded before they will be initiated.

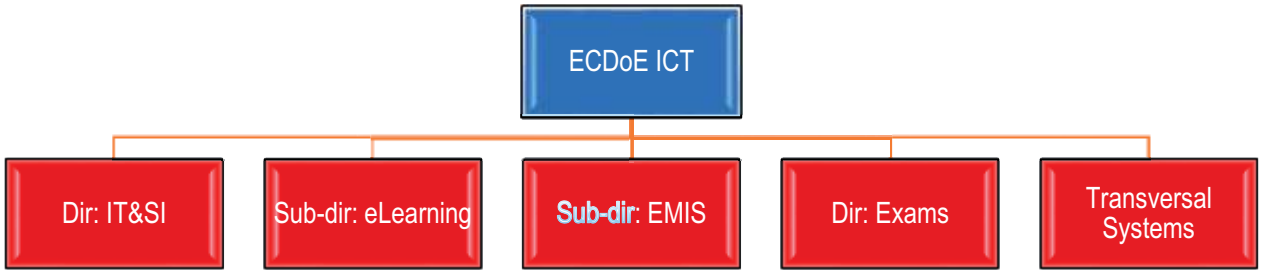
**Principle 4:**
ICT Governance is an organizational imperative.

## 2. ORGANISATION

In the Eastern Cape Department of Education there are various units that are responsible for the realization of the above-mentioned goals. Some of the units are providers of infrastructure and others use ICT infrastructure to realize their educational goals.

The following diagram provides a general graphical overview:



The units whose **primary responsibility** it is to advance the goals of ICTs in Education are the following:

- Directorate: IT & SI
- Sub-directorate: eLearning
- Sub-directorate: EMIS
- Exams : Integrated Examination System
- Transversal Systems (BAS, Persal, LOGIS)

The following units are **users** of ICT systems in order to perform their functions:

- Directorate: Assessment and Examinations
- All Corporate Service Directorates
- Directorate: FET

## a) The Purpose of ICT in the Department of Education

ICT is responsible for the provision of Information Technology and Systems that assist the department to efficiently and effectively deliver on its mandate.

The key functions are as follows:

- Provide, manage and enhance, ICT infrastructure (WAN, LAN and Data Centre) to provide high speed, transparent, and highly functional connectivity among all branches.
- Provide Technical and functional support to Transversal Systems and other departmental specific systems (Persal, BAS, LOGIS, EFMS, etc.)
- Provide data security and appropriate IT Governance Framework
- Host and Support the Education Management Information Systems (EMIS)
- Drive e-Education in the Province
- Provide leadership for effective strategic and tactical planning in the use of technology.
- Provide training and capacity building in the area of Information Systems

## Staff Complement

The current organogram makes allowance for 38 posts of which only 22 are filled and 16 are vacant. Of the 17 vacancies 12 are extremely critical and are affecting service delivery within the Department.

The following vacant posts were noted within the directorate:

- 1 Assistant Director: Website
- 12 Computer Technicians
- 3 Network Technicians
- 5 Administration Officers
- 2 Administration Clerks
- Districts have ICT Technicians who are part of district supply chain management units

## b) E- administration/SASAMS

- All schools provided with Laptop and connectivity

- South African Schools Administration and Management System is not fully implemented. Still in progress. Implemented in about 5600 schools in the province.
- Input into the system is centralized in the admin office of each school. However some schools have network setup so may be decentralized.
- Batch processing at school level on a daily basis

## c) E-learning

eLearning is a Curriculum sub-directorate and therefore the **Vision of the Chief Directorate: Curriculum Management** is relevant to eLearning: *"To provide leadership and direction for efficient curriculum management and effective curriculum implementation through policies, procedures, systems and structures."*

The **Core Function of the Sub-directorate: eLearning** is *"To develop and integrate the e-Education Policy into the curriculum through innovative systems."*

In order to implement eLearning successfully every learner should have access to electronic, quality Curriculum content, taught by dynamic and ICT skilled teachers and have access to appropriate ICTs and Internet connectivity.

The following diagram illustrates the Vision of eLearning:
The strategy that is presented here seeks to provide leverage for the pursuit of the above-mentioned vision by increasing the:

- The number of teachers trained at various levels of ICT proficiency.
- The number of schools with access to electronic content.
- The number of schools with ICT infrastructure.
- The number of schools with access to Internet connectivity.
- Support for teaching, learning and assessment

The Eastern Cape Department of Education, working with other government departments, the private sector and social partners in the deployment of ICTs, will drive a system-wide campaign to maximize the benefit of e-Learning to all schools in the province.

From the initial provision of ICTs in education, sufficient enthusiasm, understanding and expertise has been generated to justify the move to a system-wide approach that will embed e-Learning in ways that will benefit all learners and teachers across the education system.

The Eastern Cape Department of Education will adopt a multi-pronged strategy for the gradual integration of ICTs at all levels of the education system. Benchmarks and annual targets will be set for the areas listed above.

The South African Government's ICT Policy Framework, advocates for:

- basic connectivity to all schools,
- a working collaboration with other Departments and other social partners to work towards the realisation of particular curriculum objectives,
- ongoing research, innovation and monitoring and evaluation,
- advocacy and support around areas of intervention, projects coordination, and resources mobilisation,

- educator professional development initiatives, and
- forging of strategic partnerships to address infrastructural roll-out, content-related, and technical challenges, amongst others.

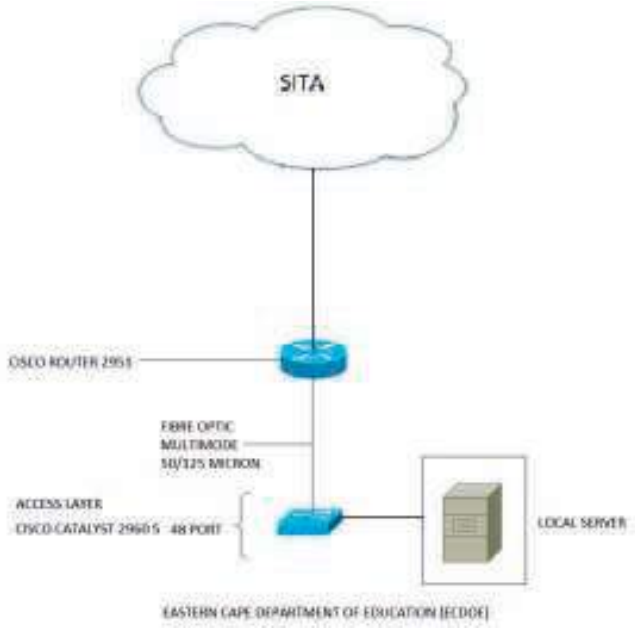
- About 1500 schools have already been ICT enabled
- 13000 teachers trained
- Curriculum website set up to provide access to Curriculum content and information
- LMS/CMS
- Learning Management Systems or Content Management System (not yet available for implementation)
- Application/web-base technology for training and professional development; to deliver course content
- Combines content and database management
- Digital framework for managing curricular, training material and evaluation tools
- Repository for schools' teaching, learning and assessment resources
- Allow for remote educational experiences for teachers and learners

# 3. TECHNOLOGY PROFILE

## Network Infrastructure

The WAN (Wide Area Network) connectivity is the competence of the OTP (Office of the Premier). Departments are only for LAN (Local Area Networks). Internet services are accessed through the WAN. Data lines are paid by the OTP. OTP signed an Service Level Agreement with SITA (State Information Technology Agency) to manage the WAN. SITA has an agreement/SLA with Telkom to provide and install data lines. Data line speeds vary from district to district depending on the Telkom infrastructure in that particular area. The line speeds are from 128K to 2MB. There is only one router per site. If there are multiple Departments in a site they will share one router. The Departments around Bhisho are on the campus network so there is no router required.

The local Area Network is the network infrastructure below the router as shown in the diagram below.



The Local Area Network is the responsibility of a the Department of Education Although the LAN is the responsibility of a Department, when the site is new or being renovated, the DRPW (Department of Roads & Public Works) will install the cabling infrastructure. Switches will be installed by the Department. The Department of Education and other departments including the OTP are standardizing on CISCO switches. For cabling we are using the provincial minimum standards CAT5e and copper and fibre cables to connect external buildings within a LAN. The department has twenty seven (27) sites, Head Office, three (3) institutions and twenty three (23) district offices.

## 2.1 Servers

The department has two main server rooms, viz. Head Office (Zwelitsha) and Education Leadership Institute (ELI). At the Head Office, there are very old HP and Proline servers. Proline servers are used only to run BAS (Basic Accounting System), WSUS (Windows Server Updates Services) and NOD32 Antivirus. The specification for Proline servers is 160GB HDD and 2GB RAM, some of them died and have since been replaced with HP servers. The Education Leadership Institute (ELI) – East London has some server infrastructure which hosts Education Management Information System (EMIS) and South African Schools Administration and Management System. There are also some server infrastructure in the districts which serves the district users

## 2.2 Desktops, Laptops, & Monitors

Based on the Microsoft Enterprise Agreement Assessment done in 2011, the department's computer inventory was estimated at 2700 in offices, 5650 in the schools. There has been some deployment in the last two years. A project has been initiated to identify and verify all ICT equipment in the department. This will focus on Head Office, Districts and all Public Ordinary Schools. This project will also focus on upgrading all computers to Windows 8 and Microsoft Office 2013.

The Department has Microsoft License Agreement. Printer s and scanners are provided through Printing Solution Contract.

## 2.3 Applications

### 2.3.1 BAS (Budget, General Ledger)

Basic Accounting System was implemented in April 2002

- Decentralised from the national departments and provincial administrations.
- BAS is a client/server application with decentralised input abilities.
- Approximately 1 700 input sites exist throughout South Africa.
- All ECDOE sites transact on BAS and the system is owned by the National Treasury
- BAS is a foundation client/server application with database processing on a mainframe server (SITA Centurion) with Windows-based clients. BAS communication architecture may include terminal server and Citrix thin-client technology.
- A relational DBMS (DB2) on the mainframe is utilised by BAS. It is maintained by application DBAs (BAS) and system DBAs (SITA).
- Through a LAN – ECDOE and to a WAN and then to a central mainframe server.

### 2.3.2 LOGIS(Procurement, Inventory and Asset Management)

- Implemented in 2003 and owned by the National Treasury
- Implemented in all districts

- Four central database maintained by the mainframe application DBA (LOGIS) and system DBAs (SITA). Across all environments.
- Forty SQL databases maintained by the SQL DBAs (LOGIS). Across all environments."
- "Online processing for all transactions and integration into BAS.
- Batch processing for daily reordering and yearly reclassification.
- Batch processing for interface with BAS and Vulindlela.""

### 2.3.3 PERSAL (Human Resources and Payroll Management)

- Persal system was implemented in 1998.
- At least the following interfaces occur:
    - PERSAL with BAS
    - PERSAL with ATC (fraud section at 240 Vermeulen Street)
    - PERSAL with Pensions
    - PERSAL with SARS
    - PERSAL with commercial banks and ACB
    - Vulindela
    - Auditor-General
    - Department of Housing
    - Outside institutions
    - Department of Home Affairs
- Log in to the local network according to its security measures.
- Use a 3270 terminal emulator, directed through the networks to the selected mainframe, with the normal government network access security
- Log in to the mainframe (MVS) where RACF security is applicable.
- The RACF ID already has a profile for access to the mainframe, which has been set up by the mainframe security administrators to allow them to access certain application databases and apply certain restrictions on the profile.
- Log in to PERSAL using an application ID and password. This ID will have a profile for the application that will allow restricted access to data and functions as set up by the PERSAL controller per department."
- "Mainframe:
- The operating system at SITA. RACF and Natural Security as first layer.
- Application – National Treasury/departmental controllers."

### 2.3.4 EFMS (Education Facilities Management System)

- Implemented in 2003
- The processing is centralised to the main web and database servers in Pretoria whilst input into the application is distributed amongst various stakeholders, that is, Implementing Agents and Principal Agents.
- Hosted at "Aurecon Group Group Headquaters - Pretoria:
    - WEB servers:
    - MS IIS V6.0 and Microsoft SQL Server 2008
    - Windows 2003 Standard - . NET Framework 4.0
- Web clients:
    - Windows XP / Windows 7"

### 2.3.5 Inforouter ( Electronic Document Management System)

- System already operational
- Implemented in 2011 and owned by the ECDOE
- Through a LAN – ECDOE and to a WAN and then to a central server in Zwelitsha

### 2.3.6 Unicentre Service Desk

- CA (Computer Associates)
- Used by Directorate IT & SI for incident management and othe IT Service Management Processes

### 2.3.7 SASAMS

- South African Schools Administration and Management System is not fully implemented. Still in progress. Implemented in about 5600 schools in the province.
- Input into the system is centralized in the admin office of each school. However some schools have network setup so may be decentralized.
- Batch processing at school level on a daily basis

### 2.3.8 HRems (Human Resources Registry)

- The system developed by SITA
- Hosted by SITA
- Webased

### 2.3.9 EMIS

- Education Management Information System
- Database hosted in the department
- Central Repository for the departments information

## 4. ICT STRATEGIC GOALS

The following section provides the details of the strategic plan. Set of ICT goals are defined and each of these goals has a number of initiatives defined to assist in achieving that goal. These goals and strategies are intended to provide guidance to ICT Sections within the ECDoE in the creation of its information resource plan.

The implementation of the Strategic Plan will prioritize the initiatives identified in this section and assign specific tasks to specific individuals to ensure attainment of the goals. It should be noted that the number assigned to each of the goals does not indicate a priority ranking. However, the initiatives under the goals do indicate a sequential or critical path approach.

It is the department's intent to accomplish and implement the goals and initiatives of this section within the overall three year timeline of this plan, which is 2014-2019.

A number of the goals and initiatives are not dependent on new capital or operational funding. On the other hand others are heavily dependent on new capital and operational funding. If there is a drastic negative change in the funding outlook, some of those may need to be further postponed or abandoned.

**Goal 1: Improve ICT Infrastructure, Security, Access and user experience**

- **Description:**

    - Analyze, review, research, propose, and implement a state-of-the-art IT infrastructure upgrade composed of network, hardware, and software components.
    - The infrastructure and services must be available around the clock.
    - Research, design, and propose a secure but accessible solution for all required services.
    - To significantly improve ECDoE technology user support additional staff and more self service solutions, as well as well coordinated training solutions are needed.
    - The targeted areas for improvements are enhancing direct client support service; improving existing processes; adding supplemental support services.
    - The user support services need to enhance responsiveness to Head Office, District and schools technical staff and learners' needs by expanding education/training opportunities for all users; coordinating staff computing efforts; enhancing the call tracking/help database.

- **Outcomes:**

  - An IT infrastructure that will:
    - enable existing IT resources to be maximized,
      - provide a basis for IT renewal and expansion,
      - continue to meet ongoing demand for growth
      - support innovation
- Guaranteed minimum level of the department's wired and wireless services
- Institutional planning and budgeting support for the IT infrastructure through performance measurements and benchmarks
- Enhanced resource deployment through review of standardized IT utilization statistics
- Ability for Management to identify the impact of new IT resources on existing IT resources
- Key network resources to accommodate increasing demand
- Improved ICT infrastructure platforms so they can deliver better and simpler services to our own internal users and enable schools to be effective centres of teaching and learning.
- Effective ICT expenditure through greater consolidation and sharing.
- Automatic IP address assignment and administration
- Improved agility of ICT infrastructure platforms so they can respond more rapidly to the needs of the department and demands of challenging education landscape
- Continual improvement in and expansion of User Support Services
- Easier access to IT resources and IT support services
- Better informed and trained users

| **Goal 1:** | **Improve ICT Infrastructure, Security, Access and user experience** |
|---|---|
| **KEY PERFORMANCE INDICATOR(S)** | • ECDoE IT network speed (both on within the department and external access)<br>• Average age of IT infrastructure devices<br>• Network uptime outside maintenance<br>• Throughput and peak traffic scheduled<br>• Client satisfaction with ServiceDesk services as measured by the annual IT Services client survey<br>• Clients using the ServiceDesk<br>• Average time to resolve problems<br>• Volume of traffic on the FAQ web page<br>• Improved administration and improved curriculum delivery at all organizational levels (Head Office, Districts, Circuits and Schools).<br>• Improved Audit Outcomes |
| **BUDGET** | R40m |

**Goal 2: Develop a technically proficient workforce skilled at using technology to deliver excellent services.**

- **Description:**

Capacity building & Empowerment for ICT Users & ICT Workforce

- **Outcomes:**
    - All ICT users are capable of using the technology

| **Goal 2:** | **Develop a technically proficient workforce skilled at using technology to deliver excellent services.** | |
|---|---|---|
| **KEY PERFORMANCE INDICATOR(S)** | • Increased productivity<br>• Improve access to technology<br>• Improved efficiencies<br>• Improved support | |
| **BUDGET** | R4m | |
| **Initiatives** | | **Target**<br>All employees |
| 1. Train all employees on basic ICT literacy (ICDL) | | |

**Goal 3: Provide effective and reliable IT systems and solutions.**

- **Description:**

- The role players in the ICT Strategic Plan are dedicated to provide, enhance and support effective systems that meet the needs of the department. There will be an expansion of the department's enterprise architecture to support the upgrade, modernization and implementation of best practice systems. We will focus on data quality, interoperability, and best-value solutions. We will also increase system usability and accessibility of applications, e.g., through a common look and feel. We recognize that employees and customers require business intelligence to perform decision making.

- **Outcomes:**
    - Delivered high-quality customer service
    - Improved quality of information integrity and accessibility
    - Increased customer satisfaction and productivity
    - Improved integration of enterprise systems
    - Incorporation of independent processes into the enterprise where applicable
    - Improved processing efficiencies
    - Improved accessibility from any location using a web browser or mobile unit
    - Improved performance
    - Increased "self-service" functionality
    - Improved data quality

| **Goal 3:** | **Provide effective and reliable IT systems and solutions..** |
|---|---|

| | |
|---|---|
| **KEY PERFORMANCE INDICATOR(S)** | Measurable:<br>• End user satisfaction<br>• End user productivity<br>• Usability<br>• System uptime, reliability and availability<br>Non-Measurable:<br>• Better integration with other department's enterprise systems |
| **BUDGET** | R60m |

**Goal 4: Improving quality teaching and learning through the implementation of e-Education**

- **Description:**
  Provide technology-enhanced teaching, learning, assessment and an approach that focuses on pedagogy design justifying the use of technology that is user friendly, feature rich, scalable, and accommodates the evolving needs of curriculum delivery at a particular stage of teaching and learning processes.
  - The Goal supports all initiatives aimed at improving quality teaching and learning. This outcome will only be realised if the Plan is aligned with Action Plan to 2014 and if the activities of the following strategies are supported:
    - ***Literacy and Numeracy Strategy***, which aims to prepare the ability of learners to read, write and calculate.
    - ***Early Childhood Development Strategy***, which aims to lay a solid foundation for learners in accessing education and providing a head-start in succeeding in their schooling years.
    - ***Inclusive Education Strategy***, which aims to address disabilities of learners, barriers to learning and curriculum differentiation.
    - ***Supply of Workbooks Strategy***, which aims to improve performance in the first six grades in numeracy and literacy.
    - ***Mathematics, Science and Technology Strategy***, which aims to improve participation in and performance of learners in Mathematics, Science and Technology education.
    - ***Supply and Utilization of Textbooks Strategy***, which aims to make quality textbooks available for learners in every subject.
    - ***National Strategy for Learner Attainment***, which aims, among other things, to sustain improvement in learner outcomes; to promote accountability at all levels of the system; to make all schools functional; to protect teaching time and learning; and to improve support in teaching and learning.
    - ***Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (2011-2025),*** which aims to improve the quality of teacher education and development in order to improve the quality of teachers and teacher training.

- **Outcomes:**
  - Increase access to ICT to support curriculum delivery and improve learner attainment Increased number of schools with access to electronic content.
  - Improve support for teaching, learning and assessment.
  - Increased number of documents viewed/downloaded from the curriculum website.
  - Co-ordination of the all ICT Partnership Projects.
  - Sustaining the Partnership Projects after stakeholder implementation.

- Improved number of schools with ICT infrastructure.1
- Improved number of schools with access to Internet connectivity.
- Improved reporting and accountability
- Improved governance in schools
- Improved administration and management in schools leading to better planning
- Improved data quality
- Improved frequency of data reporting
- Increase in available data scope
- Tracking of learners at a provincial and national level
- Improved reporting and accountability
- Improved governance in schools
- Improved administration and management in schools leading to better planning
- Improved data quality
- Improved frequency of data reporting
- Increase in available data scope
- Tracking of learners at a provincial and national level

| | |
|---|---|
| **Goal 4:** | **Provide a Full Suite of eLearning Solutions and access to internet to schools to enhance teaching and learning** |
| **KEY PERFORMANCE INDICATOR(S)** | Measurable:<br>• The number of schools with **ICT facilities** for administration, as well as teaching and learning.<br>• The number of schools with **access to connectivity** for administration, as well as teaching and learning.<br>• The number of schools provided with **offline and online electronic content resources.**<br>• The number of teachers that attend **training at various ICT proficiency levels** (basic, intermediate and advanced). |
| **BUDGET** | R3,5bn |

**Goal 5: Provide an Effective Administrative Information Systems in schools to enhance school management and administration**

- **Description:**

e-Administration – Robust and reliable ICT Systems in schools to reduce manual administration towards more efficient and effective planning and management.

**Goal 5: Enhance Communication and Collaboration within the organization and access to enterprise content.**

- **Description:**
  Enhance collaboration tools among all three spheres (Head Office, District, Schools) of the ECDoE including collaborative tools: e-mail, group calendar, document sharing; and video conferencing, etc.

- **Outcomes:**
  - Improved reporting and accountability
  - Improved productivity

| | |
|---|---|
| **Goal 5** | **Enhance Communication and Collaboration within the organization and with communities** |
| **KEY PERFORMANCE INDICATOR(S)** | Measurable:<br>• Full access to communication and collaboration tools in the department<br>• Access to content and business systems<br>• End user satisfaction<br>• End user productivity<br>• Usability<br>• System uptime, reliability and availability<br>Non-Measurable:<br>• Better integration with other department's enterprise systems |
| **BUDGET** | R6m |

**Goal 6: Improve Enterprise Data Reliability, Analysis and Reporting**

- **Description:**

- To improve enterprise data reliability, analysis and reporting by combining data from several central and local resources and simplifying the task of generating reports by providing seamless access to the data and easy to use effective tools. Improve decision making, planning, and performance measurement

- **Outcomes:**

    - Improved reporting and accountability
    - Improved productivity
    - Improved Business Performance Management
    - Improved decision making processes

| Goal 6: | Improve Enterprise Data Analysis and Reporting |
|---|---|
| **KEY PERFORMANCE INDICATOR(S)** | Measurable:<br>• Full access to communication and collaboration tools in the department<br>• Access to content and business systems<br>• End user satisfaction<br>• End user productivity<br>• Usability<br>• System uptime, reliability and availability<br>Non-Measurable:<br>• Better integration with other department's enterprise systems<br>• Schools/departments using institutional data to obtain information |
| **BUDGET** | R10m |

**Goal 7: Improve ICT Governance**

- **Description:**
  Define and implement processes that ensure effective and efficient use of ICT in enabling an organization to achieve its goals. This focuses on processes by which organizations ensure the effective evaluation, selection, prioritization, and funding of competing ICT investments; oversee their implementation; and extract (measurable) business benefits.

  - Clear and widely communicated governance structures
  - Decision-making structure with clearly defined membership duties and relationships to ECDoE Strategic Plans and budget processes
  - Ensure that the ICT governance structure and processes are consistent with the governance and management culture of the Provincial Government and ECDoE
  - Ensure that representatives of key stakeholder groups are engaged in ICT governance processes
  - Promote true partnerships and collaboration ICT Stakeholders
  - Clarify and enable the positions of the central ICT leadership and the IT

- **Outcomes:**
  - Best governance practices are in place to increase effectiveness
  - Duties, responsibilities and deliverables explicitly defined
  - More effective utilization of information technology resources
  - Increased openness and accountability
  - Reduced potential for conflict of interest
  - Positive Audit outcomes from Auditor General

| Goal 7: | Improve Enterprise Data Analysis and Reporting |
|---|---|
| **KEY PERFORMANCE INDICATOR(S)** | Measurable:<br>• Utilization of IT resources<br>• Completion of projects on time and within the budget<br>Non-Measurable:<br>• Development of and adherence to governance policies<br>• Improved processes and structures through the PMO office<br>• Realization of goals and objectives |
| **BUDGET** | R5m |

## 5. CRITICAL SUCCESS FACTORS

To ensure the achievement of the eight strategic goals and their corresponding objectives and initiatives, we have identified critical success factors. ECDoE believes the following factors are critical to the delivery of ECDoE ICT services:

- Business Case development to contain all of the information needed for analysing the strategic alignment and financial and non-financial benefits and risks of the investment and for determining its relative value.
- Funding be made available in order to execute the ICT Strategic Plan
- Strong Change Management
    - Client patience and cooperation during transition based on methodical initial and ongoing communications
    - Employees need to know personal impact and what will be expected from them (individual and union consultation)
- Build trust with Stakeholders • Engage key client stakeholders early in the transition
    - Set up SLAs providing clear direction and value in service delivery early with a regular review process
    - Measure 'as is' support performance and be able to demonstrate how it has improved
    - Build upon process improvements
    - Continuously review and report on performance against target
- Focus on achieving a healthy ROI (Return on Investment), including post-implementation performance measurement.
- Strong Programme and Project Management and resource commitment.
- Strong executive support
- Active and visible senior management support
- Willingness of ECDoE culture to embrace change
- Effective communication across the organization and with all stakeholders
- Sufficient resources to support initiatives with skilled personnel, funds, and time
- Focus on achieving a healthy ROI (Return on Investment), including post-implementation performance measurement.
- ICT investment should show a direct and indirect return to citizens
- The Department of Education should work jointly with the relevant ICT structures in the definition, design and delivery of solutions.

- Information should be viewed and treated as a Government asset
- Processes should be automated to enable data to be captured only once at a source in a controlled a manner as possible
- DoE ICT should form a constructive, close working relationship with SITA based on mutual respect and trust.
- DoE ICT should work with business, academia and service providers to deliver services to all services.
- Recognition of the need for greater commitment from Executive Management in pursuit of change.
- Allocation of adequate resources
- Finding a balance between the objectives of the departmental directorates and adding value to the Department.

## 6. RISKS

The following risks have been identified

| Risk Description | Risk Likelihood | Risk Impact | Action to be Taken to Mitigate Risk |
|---|---|---|---|
| No Buy-in from Top Management | M | H | A workshop for executive management to take place |
| Resistance to change | H | H | Strong change management |
| Lack of Commitment from IT Workforce | M | H | The bigger picture and the benefits of this new direction need to be communicated at all times. Stakeholder consultation is critical |
| Lack of the required skills | H | H | Interaction with relevant stakeholders to highlight impact of plan. |

## 7. REVIEW

This ICT Strategy Plan must be reviewed annually.

## 8. CONCLUSION

Taken together, the over-arching and individual delivery plans set out in this document represent an ambitious roadmap by which government ICT will become more efficient and effective. The department is committed to making this work.

To ensure that there is a positive uptake & utilisation of the technology deployed, change management is therefore an inherent requirement in deploying ICT. Without a conscious, well defined and managed change management programme, all the investment that the department makes in ICT will be futile. Therefore it is imperative that the following is part of our ICT strategy;

- Sustained training programme (digital literacy)
- On-going communication (departmental leadership assuming ownership of ICT initiatives)
- Effective monitoring and evaluation, this is to assess impact on an on-going basis in order intervene
- timeously and ensure relevance of training programme

## 9. ABBREVIATIONS AND DEFINITIONS

| | |
|---|---|
| PGDP | Provincial Growth and Development Plan |
| ECDoE | Eastern Cape Department of Education |
| EMIS | Education Management Information Systems |
| EFMS | Education Facilities Management System |
| SLA | Service Level Agreement |
| ITIL | Information Technology Infrastructure Library |
| COBIT | Control Objectives for Information and related Technology |
| TOGAF | The Open Group Architecture Framework |
| PGITOC | Provincial Government Information Technology Officers Council |

# 3. CONDITIONAL GRANTS

## 2.1 National School Nutrition Programme

| | |
|---|---|
| **Name of Grant** | **NATIONAL SCHOOL NUTRITION PROGRAMME** |
| **Purpose** | • To provide a nutritious meal to all targeted learners on every school day. |
| **Performance Indicator** | Number of schools benefiting from the National School Nutrition Programme (NSNP). |
| **Continuation** | In terms of the Business Plan, the Grant anticipated end date is 2010/2021. |
| **Motivation** | Poverty levels according to the latest Poverty Index stipulate that the Province is still at 69% which implies that the Programme cannot be discontinued any time soon. |

## 2.2 HIV and AIDS

| | |
|---|---|
| **Name of Grant** | **HIV AND AIDS (LIFE SKILLS EDUCATION)** |
| **Purpose** | • To enhance the protection offered by schools to prevent and mitigate the impact of HIV & AIDS<br>• To increase knowledge , skills & confidence amongst learners and educators to take self-appropriate sexual and reproductive health decisions<br>• To increase access to sexual and reproductive health services including HIV services for learners and educators |
| **Performance indicator** | Increased evidence of positive behaviour change amongst learners and educators and increased access to care and support services for orphans and vulnerable children, resulting in higher learner retention |
| **Continuation** | Funding of the grant is guaranteed until 2021 |
| **Motivation** | HIV and AIDS prevalence remains extremely high in South Africa, it is at 30% .The prevalence of HIV/AIDS in Eastern Cape province is 29% |

## 2.3 Dinaledi Schools

| | |
|---|---|
| **Name of Conditional Grant:** | **DINALEDI SCHOOLS** |
| **Purpose:** | To improve the participation and performance of learners in Mathematics and Physical Sciences in line with the National Strategy for Mathematics, Science and Technology Education (NSMSTE) |
| **Performance indicator:** | • To increase of 5% in pass rate for mathematics.<br>• To Increase of 5% in pass rate for physical. |
| **Continuation:** | Funding of the grant is guaranteed until 2013/14 |
| **Motivation:** | The pass rates of Mathematics and Physical Sciences are still below the national averages. The underprivileged schools need resources and training of teachers to support teaching and learning. |

## 2.4 Recapitalization of Technical High Schools

| | |
|---|---|
| **Name of Conditional Grant:** | **RECAPITALISATION OF TECHNICAL HIGH SCHOOLS** |
| **Purpose:** | To improve their capacity to contribute to the skills development training in the country by building new workshops; refurbish existing workshops; provide equipment machinery and tools and to train and up-skill teachers. |
| **Performance indicator:** | • To build new workshops in 4 schools and refurbish existing workshops in 2 schools.<br>• To train 136 teachers in the 31 schools.<br>• To provide equipment to 4 schools. |
| **Continuation:** | Funding of the grant is guaranteed by the National Department of Basic Education up to 2013/14 financial year. |
| **Motivation:** | Improvement in the number of technically skilled, employable and industry ready learners for the benefit of the economy. |

## 2.5 Infrastructure Grant

| | |
|---|---|
| **Name of Grant** | **INFRASTRUCTURE GRANT** |
| **Purpose** | To provide and maintain infrastructure facilities for the administration and schools |
| **Performance Indicator** | • Number of public ordinary schools to be provided with water supply<br>• Number of public ordinary schools to be provided with electricity supply<br>• Number of public ordinary schools to be provided with sanitation facilities<br>• Number of classrooms to be built in public ordinary schools<br>• Number of specialist rooms to be built in public ordinary schools (all rooms except classrooms – include; laboratories, stock rooms, sick bay, etc<br>• Number of new schools completed and ready for occupation<br>• Number of new schools under construction<br>• Number of Grade R classrooms to be built<br>• Number of hostels built<br>• Number of schools undergoing scheduled maintenance |
| **Continuation** | Funding of grant is guaranteed until 2015/16 Financial year. |
| **Motivation** | To reach minimum infrastructure functionality in all schools |

## 4. Public entities

None

## 5. Public-private partnerships

### 2.1 EPWP Grant

| | |
|---|---|
| **Name of Grant** | **EPWP INCENTIVE GRANT** |
| **Purpose** | To create work opportunities in order to alleviate poverty and reduce unemployment coupled with training of beneficiaries. |
| **Performance Indicator** | • Number of youth employed<br>• Number of women employed<br>• Number disabled people employed<br>• Number of people trained in various skills<br>• Community empowerment and development |
| **Continuation** | Funding of the EPWP incentive grant is based on full time equivalent work opportunities created and report on Integrated Reporting System |
| **Motivation** | To develop local communities |

## APPENDIX A: ACTION PLAN TO 2014 AND DELIVERY AGREEMENT INDICATORS (NATIONAL)

The national Department of Basic Education will provide provinces with information on this section. The provision of information on indicators 16.1 to 27.2 is dependent on the availability of findings from a school monitoring survey that will be conducted by the Department of Basic Education. The Department does not have a system in place to collect information on indicators 16.1 to 27.2 on an annual basis. The Department will update information on these indicators as information becomes available.

| Indicator number | Indicator title | Source of data | Provincial Performance in 2013/14[2] | Target 2014/15 |
|---|---|---|---|---|
| 1.1 ★★★ | Percentage of Grade 3 learners performing at the required *literacy* level according to the country's Annual National Assessments. | ANA verification | 50% | 89 452 (58%) |
| 1.2 | Percentage of Grade 3 learners performing at the required *numeracy* level according to the country's Annual National Assessments. | ANA verification | 41% | 77 114 (50%) |
| 2.1 | Percentage of Grade 6 learners performing at the required *language* level according to the country's Annual National Assessments. | ANA verification | HL:38% FAL:36% | 57 281 (45%) |
| 2.2 | Percentage of Grade 6 learners performing at the required *mathematics* level according to the country's Annual National Assessments. | ANA verification | 25% | 44 552 (35%) |
| 3.1 | Percentage of Grade 9 learners performing at the required *language* level according to the country's Annual National Assessments. | To be confirmed | HL: 43% FAL:35% | 54 653 (40%) |
| 3.2 ★★★ | Percentage of Grade 9 learners performing at the required *mathematics* level according to the country's Annual National Assessments. | To be confirmed | 15% | 54 653 (40%) |
| 4 ★★★ | Number of Grade 12 learners who become eligible for a Bachelors programme in the public national examinations. *Values here and for the following two indicators refer to thousands of youths.* | NSC database | 17.6% | 14 775 (20%) |
| 5 | Number of Grade 12 learners passing *mathematics*. | NSC database | 38.1% | 15 580 (41%)* |
| 6 | Number of Grade 12 learners passing *physical science*. | NSC database | 50.4% | 14 580 (54%) |
| 7 | Average score obtained in Grade 6 in *language* in the SACMEQ assessment. | SACMEQ database | 495 (2007) | 448 |
| 8 ★★★ | Average score obtained in Grade 6 in *mathematics* in the SACMEQ assessment. | SACMEQ database | 495 (2007) | 469 |
| 9 | Average Grade 9 *mathematics* score obtained in TIMSS. | TIMSS database | 352 (2011) | 316 |
| 10 | Percentage of 7 to 15 year olds attending education institutions. | GHS | 98,8 (2012) | 98,4 |

[2]Provincial past performance is up to Indicator 6. From Indicator 7 to 27.2 past performance is derived from national figures.

| Indicator number | Indicator title | Source of data | Provincial Performance in 2013/14[2] | Target 2014/15 |
|---|---|---|---|---|
| 11 ★★★ | The percentage of Grade 1 learners who received Grade R. *Past values (including the national value) are General Household Survey means across 2010 to 2012.* | ASS | 95 (2013) | 98 |
| 12.1 | The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade). | GHS | 58 (2012) | 54 |
| 12.2 | The percentage of children who turned 12 in the previous year and who are currently enrolled in Grade 7 (or a higher grade). | ASS/GHS | 41 (2012) | 37 |
| 13.1 | The percentage of youths who obtained a National Senior Certificate from a school. | ASS/GHS | 50 (2014) | 38 |
| 13.2 | The percentage of youths who obtained any FET qualification. (This is an indicator of concern to DBE and DHET.) | GHS | 52 (2014) | 40 |
| 14 | The number of qualified teachers, aged 30 and below, entering the public service as teachers for first time during the past year. *Values refer to thousands of teachers.* | GHS | 5,2 (2012) | 0,2 |
| 15.1 | The percentage of learners who are in classes with no more than 45 learners. | PERSAL | 65 (2012) | 62 |
| 15.2 | The percentage of schools where allocated teaching posts are all filled. | ASS | 90 (2011) | 85 |
| 16.1 | The average hours per year spent by teachers on professional development activities. | School Monitoring Survey (SMS) | 39 (2011) | 36 |
| 16.2 ★★★ | The percentage of teachers who are able to attain minimum standards in anonymous and sample-based assessments of their subject knowledge. | SMS | 41 (2007) | 38 |
| 17 | The percentage of teachers absent from school on an average day. | School Monitoring Survey (SMS) | 8 (2011) | 8 |
| 18 ★★★ | The percentage of learners who cover everything in the curriculum for their current year on the basis of sample-based evaluations of records kept by teachers and evidence of practical exercises done by learners. | School Monitoring Survey (SMS) | 53 (2011) | 27 |
| 19 ★★★ | The percentage of learners having access to the required textbooks and workbooks for the entire school year. | School Monitoring Survey (SMS) | 61 (2011) | 68 |
| 20 ★★★ | The percentage of learners in schools with a library or multimedia centre fulfilling certain minimum standards. | School Monitoring Survey (SMS) | 40 (2011) | 22 |

| Indicator number | Indicator title | Source of data | Provincial Performance in 2013/14[2] | Target 2014/15 |
|---|---|---|---|---|
| 21 ★★★ | The percentage of schools producing the minimum set of management documents at a required standard, for instance a school budget, a school improvement plan, an annual report, attendance registers and a record of learner marks. | School Monitoring Survey (SMS) | 52 (2011) | 40 |
| 22 | The percentage of schools where the school governing body meets the minimum criteria in terms of effectiveness. | School Monitoring Survey (SMS) | 81 (2011) | 83 |
| 23.1 ★★★ | The percentage of learners in schools that are funded at the minimum level. | School Monitoring Survey (SMS) | 79 (2010) | 81 |
| 23.2 | The percentage of schools that have acquired the full set of financial management responsibilities on the basis of an assessment of their financial management capacity. | School Monitoring Survey (SMS) | 79 (2011) | 77 |
| 24 ★★★ | The percentage of schools complying with a very basic level of school infrastructure. | School Monitoring Survey (SMS) | 46 (2011) | 29 |
| 25 | The percentage of children who enjoy a publicly funded school lunch every school day. | School Monitoring Survey (SMS) | 70 (2011) | 82 |
| 26 | The percentage of learners in schools with at least one educator who received specialised training in the identification and support of special needs. | School Monitoring Survey (SMS) | 91 (2011) | 80 |
| 27.1 | The percentage of schools visited at least twice a year by district officials for monitoring and support purposes. | School Monitoring Survey (SMS) | 88 (2011) | 75 |
| 27.2 ★★★ | The percentage of school principals rating the support services of districts as being satisfactory. | School Monitoring Survey (SMS) | 50 (2011) | 48 |

# APPENDIX B: TECHNICAL INDICATOR DESCRIPTIONS (TIDs) FOR PROVINCIAL PROGRAMME PERFORMANCE MEASURES (PPMs) 2015/16

## A. PROGRAMME 1

| **Indicator title** | **PPM101**: **Number of public schools that use the school administration and management systems to electronically provide data to the national learner tracking system** |
|---|---|
| Short definition | The South African School Administration and Management System (SA-SAMS) was introduced to assist school in managing their administrative systems. Public schools in all provinces are expected to phase in usage of the system to record and report on their data. The system could include third party or other providers. This performance indicator measures the number of public schools that use electronic systems to provide data to the national learner tracking system. **Public School:** Refers to ordinary and special schools. It excludes independent schools |
| Purpose/importance | To measure improvement in the provision of data from schools. |
| Policy linkage | Education Information Policy Act |
| Source/collection of data | Provincial EMIS database |
| Means of verification | Snapshot of schools providing information to LURITS ***(This should include EMIS no., District and name of school)***. |
| Method of calculation | Total number of public schools that use school administration and management systems to provide data to learner tracking system. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-Cumulative |
| Reporting cycle | Quarterly |
| New indicator | No |
| Desired performance | All public ordinary schools must be able to collect and submit data electronically |
| Indicator responsibility | • Director/Manager responsible for the Education Management Information System (EMIS) and policy implementation, including target setting and reporting; and<br>• Programme One (1) Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| | |
|---|---|
| **Indicator title** | **PPM102: Number of public schools that can be contacted electronically (e-mail)** |
| Short definition | Number of public schools that can be contacted electronically particularly through emails. **Public School:** Refers to ordinary and special schools. It excludes independent schools. |
| Purpose/importance | This indicator measures accessibility of schools by departments through other means than physical visits, This is useful for sending circulars, providing supplementary materials and getting information from schools speedily. |
| Policy linkage | Education Information Policy Act |
| Source/collection of data | Provincial EMIS database |
| Means of verification | EMIS No, Name of a school and email address |
| Method of calculation | Record total number of public schools that can be contacted electronically |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | All public schools to be contactable through emails. |
| Indicator responsibility | • IT Director/Manager who is responsible for the network (LAN and/or WAN) and planning and reporting of target; and<br>• Programme One (1) Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM103: Percentage of education current expenditure going towards non-personnel items** |
|---|---|
| Short definition | Total expenditure (budget) on non-personnel items expressed as a percentage of total current expenditure in education. **Education Current Expenditure:** Refers to all government non-capital education expenditure (inclusive of all sub-sectors of education including special schools, independent schools and conditional grants). This indicator looks at the total budget. |
| Purpose/importance | To measure education expenditure on non-personnel items. |
| Policy linkage | PFMA |
| Source/collection of data | Basic Account System (BAS) system |
| Means of verification | Annual Financial Reports |
| Method of calculation | Total education expenditure (budget) on non-personnel items expressed as a percentage of total current expenditure in education. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | To decrease personnel expenditure and ensure that more funds are made available for non-personnel items. |
| Indicator responsibility | • Director/Manager in the Finance Section is responsible only for calculation of the said percentage, whilst all relevant Budget Programme Managers are responsible for budget management, including control.<br>• Programme One (1) Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| | |
|---|---|
| **Indicator title** | **PPM104: Percentage of schools visited by district officials for monitoring and support purposes** |
| Short definition | Number of schools visited by Circuit Managers and Subject Advisors in a quarter for monitoring, support and liaison**.** This includes visits to public ordinary schools, special schools and excludes visits to independent schools. **Circuit Manager:** this is a manager who oversees and supports a cluster/group of schools on behalf of the District manager. Subject Adviser definition |
| Purpose/importance | To measure support given to schools by the Circuit Managers and Subject Advisers |
| Policy linkage | SASA and MTSF |
| Source/collection of data | Circuit Managers and Subject Advisers signed school schedule and school visitor records or school visit form. |
| Means of verification | Quarterly reports (on the number of schools visited by the Circuit Managers) |
| Method of calculation | Record total number of schools that were visited by circuit managers per quarter for support, monitoring and liaison. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Quarterly |
| New indicator | No |
| Desired performance | All schools that need assistance to be visited per quarter by Circuit Managers for monitoring, support and liaison purposes. |
| Indicator responsibility | • District Managers who provide the information to Institutional Support Management and Governance Unit in the Provincial Office for collation – the Director/Manager of the latter Unit takes overall policy responsibility and to maintain the requisite system and procedures; and<br>• Programme 1 Manager who is accountable for budget expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

## B. PROGRAMME 2

| | |
|---|---|
| **Indicator title** | **PPM201: Number of full service schools providing support to learners with learning barriers** |
| Short definition | Number of public ordinary schools that are full service schools. **Full-service schools:** are public ordinary schools that are specially resourced and orientated to address a range of barriers to learning in an inclusive education setting**. These schools serve mainly** learners with moderate learning barriers. |
| Purpose/importance | To measure access to public ordinary schools by learners with learning barriers |
| Policy linkage | White Paper 6 |
| Source/collection of data | Inclusive Education schools database |
| Means of verification | List of public ordinary schools converted to full service schools or public school provided with assistive devices or appropriate infrastructure. |
| Method of calculation | Count the total number of full service schools |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | To ensure that all special needs learners have access to schooling and that selected public ordinary schools are able to accommodate these learners. |
| Indicator responsibility | • Director/Manager: Institutional Support Management and Governance in the Provincial Office, who, in collaboration with District Managers, must ensure that accurate school data is submitted as and when required, and who has responsibility for ensuring that all schools in a particular province have appropriate admission policies;<br>• Director/Manager responsible for the implementation of Inclusive Education and responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and<br>• Programme 2 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| | |
|---|---|
| **Indicator title** | **PPM202: Number of primary schools with an overall pass rate in ANA of 50% and above** |
| Short definition | Total number of primary public ordinary schools that have achieved an average pass rate of 50% and above in the Annual National Assessment (ANA). The Annual National Assessment (ANA) is a South African literacy and numeracy assessment. It was initiated by the Department in an attempt to improve literacy and numeracy in the country's schools. The tests are administered to all Grades 1-6 and 9 learners in public schools nationally. |
| Purpose/importance | This indicator measures the quality aspects of the provision of education in the schooling system with special focus on learner competency in language and numeracy skills. |
| Policy linkage | Action Plan to 2019 and CAPS |
| Source/collection of data | National Assessments, ANA database and ANA Technical Report |
| Means of verification | ANA database |
| Method of calculation | Record the number of primary schools with an average pass rate of 50% and above in the ANA examinations. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | Yes |
| Desired performance | All primary ordinary schools to perform at 50% and above in the Annual National Assessment (ANA). |
| Indicator responsibility | • Examinations and Assessment Director/Manager responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is on EMIS); and<br>• Programme 9 Manager who is accountable for budget planning and expenditure ito the PFM, as well as overall performance of the Budget Programme. |

| | |
|---|---|
| **Indicator title** | **PPM 203: Number of secondary schools with an overall pass rate in ANA of 40% and above** |
| Short definition | The Annual National Assessment (ANA) is a South African literacy and numeracy assessment. It was initiated by the Department's in an attempt to improve literacy and numeracy in the country's schools. The tests are administered to all Grades 1-6 and 9 learners in public schools nationally. |
| Purpose/importance | This indicator measures the quality aspects of the provision of education in the schooling system with special focus on learner competency in language and numeracy skills. |
| Policy linkage | Action Plan to 2019 and CAPS |
| Source/collection of data | National Assessments, ANA database and ANA Technical Report |
| Means of verification | ANA database |
| Method of calculation | Record the number of secondary schools with an average passes of 50% and above in the ANA examinations. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | Yes |
| Desired performance | All secondary ordinary schools to perform at 50% and above in the Annual National Assessment (ANA). |
| Indicator responsibility | • Examinations and Assessment Director/Manager responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is on EMIS); and<br>• Programme 9 Manager who is accountable for budget planning and expenditure ito the PFM, as well as overall performance of the Budget Programme. |

| | |
|---|---|
| **Indicator title** | **PPM204: Number of secondary schools with National Senior certificate pass rate 60% and above.** |
| Short definition | Total number of secondary schools that has achieved an average passes of 60% and above in the National Senior Certificate (NSC). |
| Purpose/importance | This indicator measures the quality of NSC passes as the sector wants to ensure that more Grade 12 learners obtain a NSC qualification. |
| Policy linkage | Action Plan to 2019 and CAPS |
| Source/collection of data | National Examinations and Assessment Database |
| Means of verification | National Senior Certificate database |
| Method of calculation | Record the total number of schools with an average pass of 60% and above in the NSC examinations. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | Yes |
| Desired performance | All public ordinary schools to perform at 60% and above in the NSC |
| Indicator responsibility | • Examinations and Assessment Director/Manager responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is on EMIS); and<br>• Programme 9 Manager who is accountable for budget planning and expenditure ito the PFM, as well as overall performance of the Budget Programme. |

| | |
|---|---|
| **Indicator title** | **PPM205: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)** |
| Short definition | The appropriate age for children enrolled in Grade 4 is 10 year olds. Therefore number of learners who turned 9 in the previous year, are equal to the children aged 10 in the current year, who are currently enrolled in Grade 4 and higher expressed as percentage of the total number of 10 year old learners enrolled in schools. |
| Purpose/importance | This indicator measures the efficiency in the schooling system for example the impact of late entry into Grade 1, grade repetition, and dropping out. Data on the grade attained and age of learners has been available for many years, through EMIS. Stats SA surveys such as the General Household Survey has started to collected information on grade enrolment from 2009. |
| Policy linkage | SASA and MTSF |
| Source/collection of data | EMIS Annual School Survey (ASS) |
| Means of verification | Snapshot of the EMIS Annual School Survey database |
| Method of calculation | Divide the number of 10 year old learners enrolled in Grade 4 and higher by the total number of 10 year old learners attending schools regardless of grade. |
| Data limitations | Lack of accurate date of birth |
| Type of indicator | Efficiency |
| Calculation type | Non-Cumulative |
| Reporting cycle | Annual |
| New indicator | Yes |
| Desired performance | High proportions of learners of appropriate age to be in the appropriate Grades at schools |
| Indicator responsibility | • Director/Manager: Institutional Support Management and Governance, who, in collaboration with District Managers, must ensure that accurate school data is submitted as and when required, and who has responsibility for ensuring that all schools in a particular province have appropriate admission policies;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and<br>• Programme 2 Manager who is accountable for budget expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| | |
|---|---|
| **Indicator title** | **PPM 206: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)** |
| Short definition | The appropriate age for children enrolled in Grade 7 is 13 year old. Therefore number of learners who turned 12 in the previous year, are equal to the children aged 13 in the current year, who are currently enrolled in Grade 7 and higher expressed as percentage of the total number 13 year old learners enrolled in schools. |
| Purpose/importance | This indicator measures the efficiency in the schooling system for example the impact of late entry into Grade 1, grade repetition, and dropping out. Data on the grade attained and age of learners has been available for many years, through EMIS. |
| Policy linkage | SASA and MTSF |
| Source/collection of data | EMIS Annual School Survey (ASS) |
| Means of verification | Snapshot of the EMIS Annual School Survey database |
| Method of calculation | Divide the number of 10 year old learners enrolled in Grade 4 and higher by the total number of 10 year old learners attending schools regardless of grade. |
| Data limitations | None |
| Type of indicator | Efficiency |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | Yes |
| Desired performance | High proportions of learners of appropriate age to be in the appropriate Grades at schools |
| Indicator responsibility | • Director/Manager: Institutional Support Management and Governance, who, in collaboration with District Managers, must ensure that accurate school data is submitted as and when required, and who has responsibility for ensuring that all schools in a particular province have appropriate admission policies;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and<br>• Programme 2 Manager who is accountable for budget expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM207: Number of schools provided with media resources** |
|---|---|
| Short definition | Learners need access to a wider range of materials such as books other than textbooks, and newspapers, materials which would typically be found in a library or multimedia centre. This is particularly important in poorer communities, where such materials are not readily available at home. Without access to, for instance, children's encyclopaedias, the learning experience becomes severely limited. |
| Purpose/importance | To measure the percentage of learners with access to media resources. Access to quality library resources are essential to developing lifelong reading habits, particularly in poor communities where children do not have access to private reading material. |
| Policy linkage | SASA and Library Information Service |
| Source/collection of data | Library Information Service database or NEIMS |
| Means of verification | List of school provide with media resources including proof of deliveries (PODs) |
| Method of calculation | Record the total number of schools that received the media resources |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | Yes |
| Desired performance | All schools to be provide with media resources |
| Indicator responsibility | • Director/Manager: Institutional Support Management and Governance, who, in collaboration with District Managers, must ensure that accurate school data is submitted as and when required, and who has responsibility for ensuring that all schools in a particular province have appropriate admission policies;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and<br>• Programme 2 Manager who is accountable for budget expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM208: Learner absenteeism rate** |
|---|---|
| Short definition | Learner absenteeism is defined as a situation where a learner is not at school for an entire day. |
| Purpose/importance | This indicator examines the systems to identify the extent of learner absenteeism and find systems that exist to monitor and reduce learner absenteeism. |
| Policy linkage | SASA |
| Source/collection of data | Database of learner absent from schools |
| Means of verification | List of learners absent from schools |
| Method of calculation | Record the total number of learners absent from school in a quarter |
| Data limitations | Delay in the submission of the list of learner absent by schools without internet connections |
| Type of indicator | Efficiency |
| Calculation type | Non-cumulative |
| Reporting cycle | Quarterly |
| New indicator | Yes |
| Desired performance | High percentage of learners to attend schools regularly |
| Indicator responsibility | • Director/Manager: Institutional Support Management and Governance, who, in collaboration with District Managers, must ensure that accurate school data is submitted as and when required, and who has responsibility for ensuring that all schools in a particular province have appropriate admission policies;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and<br>• Programme 2 Manager who is accountable for budget expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM209: Teacher absenteeism rate** |
|---|---|
| Short definition | Absence may be due to authorised leave of absence due to sickness or family responsibility or it may be that the teacher is 'present' but not in the school because she may be undertaking official duties. |
| Purpose/importance | To measure the extent of teacher absenteeism in school in order to develop systems to reduce and monitor the phenomenon regularly. |
| Policy linkage | SASA |
| Source/collection of data | PERSAL and EMIS data systems |
| Means of verification | Database of educators record as absent from work |
| Method of calculation | Divide the total number of teachers absent from work by the total number of educators in the province (system). |
| Data limitations | Delay in the submission of the list of teachers absent by schools without internet connections |
| Type of indicator | Efficiency |
| Calculation type | Non-cumulative |
| Reporting cycle | Quarterly |
| New indicator | Yes |
| Desired performance | High percentage of teacher to be on time and teaching at schools during school hours |
| Indicator responsibility | • Director/Manager: Human Resource Administration, who, in collaboration with District Managers, must ensure that accurate teacher data is submitted as and when required; and<br>• Programme 2 Manager who is accountable for budget expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM210: Number of learners in public ordinary schools benefiting from the "No Fee School" policy** |
|---|---|
| Short definition | Number of learners attending public ordinary schools who are not paying any school fees in terms of "No fee school policy". The government introduced the no-fee school policy to end the marginalisation of poor learners. This is in line with the country's Constitution, which stipulates that citizens have the right to basic education regardless of the availability of resources. |
| Purpose/importance | To measure access to free education |
| Policy linkage | Constitution, SASA and No fee school Policy |
| Source/collection of data | Resource target and EMIS database |
| Means of verification | Resource targeting table (this could be known by different names in various other provinces) |
| Method of calculation | Record all learners that are not paying school fees in line with "No Fee School Policy" |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | All eligible learners to benefit from No Fee School Policy |
| Indicator responsibility | • Director/Manager: Institutional Support Management and Governance, who, in collaboration with District Managers, must ensure that accurate school data is submitted as and when required, and who has responsibility for ensuring that all schools in a particular province have appropriate admission policies;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and<br>• Programme 2 Manager who is accountable for budget expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM211: Number of educators trained on Literacy/Language content and methodology** |
|---|---|
| Short definition | Teacher training and development is one of top priority in South African education guided and supported by the Strategic Planning Framework for Teacher Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge and will be encouraged to work together in professional learning communities to achieve better quality education. |
| Purpose/importance | Targets on teacher development include: consistently attracting increased numbers of young qualified teachers; filling vacant posts; achieving the appropriate number of hours teachers spend in professional development activities; reducing teacher absenteeism and ensuring the full coverage of the curriculum. |
| Policy linkage | Strategic Planning Framework for Teacher Education and Development |
| Source/collection of data | Human Resource Development Database |
| Means of verification | Registers of teacher trained in the province |
| Method of calculation | Record the total number of teacher trained on content and methodology in Literacy/Language |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | Yes |
| Desired performance | All teachers in all phases to be trained in Literacy/Language content and methodology |
| Indicator responsibility | • Chief Director: Education Professional services, who is responsible for conducting skills and competencies audits and development Continuous Professional Teacher Development Programmes, in conjunction with District Directors, as and when required, as well as planning and reporting; and<br>• Programme 2 Manager who is accountable for budget expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM212: Number of educators trained on Numeracy/Mathematics content and methodology** |
|---|---|
| Short definition | Teacher training and development is one of top priority in South African education guided and supported by the Strategic Planning Framework for Teacher Education and Development. Teachers are expected to complete courses aimed at improving their content knowledge and will be encouraged to work together in professional learning communities to achieve better quality education. |
| Purpose/importance | Targets on teacher development include: consistently attracting increased numbers of young qualified teachers; filling vacant posts; achieving the appropriate number of hours teachers spend in professional development activities; reducing teacher absenteeism and ensuring the full coverage of the curriculum. |
| Policy linkage | Strategic Planning Framework for Teacher Education and Development |
| Source/collection of data | Human Resource Development Database |
| Means of verification | Registers of teacher trained in the province |
| Method of calculation | Record the total number of teacher trained on content and methodology in Literacy/Language |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | Yes |
| Desired performance | All teachers in all phases to be trained in Numeracy/Mathematics content and methodology |
| Indicator responsibility | • Chief Director: Education Professional services, who is responsible for conducting skills and competencies audits and development Continuous Professional Teacher Development Programmes, in conjunction with District Directors, as and when required, as well as planning and reporting; and<br>• Programme 2 Manager who is accountable for budget expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

## C. PROGRAMME 3 (INDEPENDENT SCHOOL)

| **Indicator title** | **PPM301: Number of subsidised learners in independent schools** |
|---|---|
| Short definition | **Independent Schools:** schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and qualified for government subsidies for learners in their schools. |
| Purpose/importance | To improve access to education |
| Policy linkage | Compliance with school funding norms and standards for independent schools |
| Source/collection of data | School Funding Norms and standards database |
| Means of verification | Budget transfer documents (these documents list schools, number of learners and budget allocation). |
| Method of calculation | Count the total number of learners in independent schools that are subsidised |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | All learners in qualifying independent schools to be subsidised and that subsidised independent schools must adhere to minimum standards for regulating Independent schools. |
| Indicator responsibility | • Director/Manager responsible for Independent Schools policy implementation; and responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and<br>• Programme 3 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM302: Number of independent schools receiving subsidies** |
|---|---|
| Short definition | **Independent Schools:** schools registered or deemed to be independent in terms of the South African Schools Act (SASA). Funds are transferred to registered independent schools that have applied and qualified for government subsidies for learners in their schools. |
| Purpose/importance | To improve access to education |
| Policy linkage | Compliance with school funding norms and standards for independent schools |
| Source/collection of data | School Funding Norms and standards database |
| Means of verification | Budget transfer documents (these documents list schools, number of learners and budget allocation). |
| Method of calculation | Count the total number of independent schools that are subsidised |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | Yes |
| Desired performance | All qualifying independent schools to be subsidised and that subsidised independent schools must adhere to minimum standards for regulating Independent schools. |
| Indicator responsibility | • Director/Manager responsible for Independent Schools policy implementation; and responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and<br>• Programme 3 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM303: Number of Independent schools visited for monitoring and support** |
|---|---|
| Short definition | Number of independent schools visited by provincial education department officials for monitoring and support purposes. These school visits by Circuit Mangers, Subject Advisors and any official from the Department for monitoring, support and liaison |
| Purpose/importance | To measure monitoring and oversight of independent schools by provincial education departments. |
| Policy linkage | SASA and MTSF |
| Source/collection of data | Provincial education department officials, Circuit Managers and Subject Advisers signed school schedule and school visitor records or school visit form. |
| Means of verification | Provincial education departments reports on the number of independent schools visited |
| Method of calculation | Record total number of independent schools that were visited by officials from provincial education departments for oversight, support, monitoring and liaison purposes. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | All independent schools to be visited by provincial education departments for oversight, monitoring, support and liaison purposes. |
| Indicator responsibility | • Director/Manager responsible for Independent Schools policy implementation; and responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of school data for<br>• Programme 3 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

## D. PROGRAMME 4 (Special Schools)

| | |
|---|---|
| **Indicator title** | **PPM401: Percentage of learners with special needs in special schools retained in school until age 16** |
| Short definition | According to the Constitution and SASA, Education in South Africa is mandatory between the ages of 7 and 15, this includes Grades 1 to 9 and the government aims to ensure that no child is denied this right. |
| Purpose/importance | To measure access to education for special needs children and retention of these learners in the schooling system. |
| Policy linkage | White Paper 6 |
| Source/collection of data | EMIS database 9annual school survey for Special Schools |
| Means of verification | Signed-off of declaration by Principal and District manager (electronic or hardcopy) |
| Method of calculation | Record the total number of learners enrolled in public Special Schools. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | All learners with disabilities of compulsory school going age to attend some form of educational institution. |
| Indicator responsibility | • Director/Manager responsible for Special Schools/Inclusive Education policy implementation; and responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and<br>• Programme 4 Manager who is responsible for planning and reporting as well as accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM402: Percentage of special schools serving as Resource Centres** |
|---|---|
| Short definition | Education White Paper 6 speaks of the "qualitative improvement of special schools for the learners that they serve and their phased conversion to special schools resource centres that provided special support to neighboring schools and are integrated into district based support team". |
| Purpose/importance | To measure support that the special schools resource centres offer to mainstream and full service schools as a lever in establishing an inclusive education system. |
| Policy linked to | White Paper 6 and Guidelines to Ensure Quality Education and Support in<br><br>Special Schools and Special Schools Resource Centres |
| Source/collection of data | Inclusive education database |
| Means of verification | List of Special Schools serving as resource centres |
| Method of calculation | Divide the number of special schools serving as resource centres by the total number of specials schools and multiply by 100. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | Yes |
| Desired performance | All special schools to serve as resource centres |
| Indicator responsibility | • Director/Manager responsible for Special Schools/Inclusive Education policy implementation; and responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of school data for planning (target setting) and reporting purposes; and<br>• Programme 4 Manager who is responsible for planning and reporting as well as accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

## E. PROGRAMME 5 (ECD)

| **Indicator title** | **PPM501: Number of public schools that offer Grade R** |
|---|---|
| Short definition | Total number of public schools (ordinary and special) that offer Grade R. |
| Purpose/importance | To measure the expansion and provision of Grade R at public schools. |
| Policy linkage | White Paper 5 |
| Source/collection of data | EMIS database |
| Means of verification | Signed-off declaration by Principal and District Manager (electronic or hardcopy) |
| Method of calculation | Record the number of public schools (ordinary and special) that offer Grade R |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | All public schools with Grade 1 to offer Grade R. |
| Indicator responsibility | • Director/Manager in charge of ECD policy implementation, and responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes; and<br>• Programme 5 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM502: Percentage of Grade 1 learners who have received formal Grade R education** |
|---|---|
| Short definition | Number of Grade 1 learners who have attended Grade R expressed as a percentage of total number of learner enrolled in Grade 1. |
| Purpose/importance | This indicator measures the readiness of learners entering the schooling system and assesses children who are exposed to Early Childhood Development stimuli. |
| Policy linkage | White Paper 5 and MTSF |
| Source/collection of data | EMIS database |
| Means of verification | Signed-off declaration by Principal and District Manager(electronic or hardcopy) |
| Method of calculation | Record all learners enrolled in public ordinary schools in Grade R |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | All eligible children to attend Grade R in a given year |
| Indicator responsibility | • Director/Manager in charge of ECD policy implementation, and responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes; and<br>• Programme 5 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM503: Percentage of employed ECD Practitioners with NQF level 4 and above** |
|---|---|
| Short definition | National Qualification Framework (NQF) level 4 is equivalent to the ECD practitioners with at least National Senior Certificate (NSC). |
| Purpose/importance | To measure some quality aspects of the provision of early childhood development education. |
| Policy linkage | MTSF and White Paper 5 |
| Source/collection of data | ECD Programme Manager |
| Means of verification | Database of ECD practitioners and their qualifications |
| Method of calculation | Record all ECD practitioners that have NSC Certificate and above employed in the public ECD Centres. |
| Data limitations | Some ECD practitioners are not in the PERSAL system |
| Type of indicator | Output |
| Calculation type | Non-Cumulative |
| Reporting cycle | Annual |
| New indicator | Yes |
| Desired performance | All ECD practitioners to have NQF level 4 and above |
| Indicator responsibility | • Director/Manager in charge of ECD policy implementation, and responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes; and<br>• Programme 5 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

## F. PROGRAMME 6

| **Indicator title** | **PPM601: Number of public ordinary schools provided with water supply** |
|---|---|
| Short definition | Total number of public ordinary schools that are targeted to be provided with water. These include schools that will be provided with potable water. This includes water tanks or boreholes or tap water. This measure applies to existing schools and excludes new schools. |
| Purpose/importance | To measure access to water |
| Policy linkage | School Infrastructure Provision |
| Source/collection of data | NEIMS/ Infrastructure database |
| Means of verification | Completion certificates |
| Method of calculation | Record all public ordinary schools that do not have access to running water. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | All public ordinary schools to have access to running water |
| Indicator responsibility | • Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting; and<br>• Programme 6 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM602: Number of public ordinary schools provided with electricity supply** |
|---|---|
| Short definition | Total number of public ordinary schools targeted to be provided with electricity. This measure applies to existing schools and excludes new schools. **Definition:** School with electricity refers to schools that have any source of electricity including Eskom Grid, solar panels and generators. |
| Purpose/importance | To measure access to electricity |
| Policy linkage | School Infrastructure Provision |
| Source/collection of data | NEIMS/Infrastructure database |
| Means of verification | Completion certificate |
| Method of calculation | Count all public ordinary schools that were provided with electricity. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | All public ordinary schools to have access to electricity. |
| Indicator responsibility | • Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting; and<br>• Programme 6 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM603: Number of public ordinary schools supplied with sanitation facilities** |
|---|---|
| Short definition | Total number of public ordinary schools that are targeted to be provided with sanitation facilities. This measure applies to existing schools and excludes new schools. **Sanitation facility**: Refers to all kinds of toilets such as: pit latrine with ventilated pipe at the back of the toilet, Septic Flush, Municipal Flush, Enviro Loo, Pit-latrine and Chemical. |
| Purpose/importance | To measure access to sanitation facilities |
| Policy linkage | School Infrastructure Provision |
| Source/collection of data | NEIMS/ Infrastructure database |
| Means of verification | Completion certificate |
| Method of calculation | Count all public ordinary schools provided with sanitation facilities |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | All public ordinary schools to have access to sanitation facilities. |
| Indicator responsibility | • Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting; and<br>• Programme 6 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM604: Number of classrooms built in public ordinary schools** |
|---|---|
| Short definition | Number of classrooms expected to be built and provided to public ordinary schools. These include additional classrooms or mobile classes in existing schools and new schools.<br>**Classrooms:** Rooms where teaching and learning occurs, but which are not designed for special instructional activities. This indicator excludes specialist rooms. |
| Purpose/importance | To measure access to the appropriate learning environment and infrastructure in schools |
| Policy linkage | Guidelines on School Infrastructure (to be updated) |
| Source/collection of data | NEIMS/ Infrastructure database |
| Means of verification | Completion certificate |
| Method of calculation | Count the total number of classrooms built |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | All public ordinary schools to have adequate classrooms. |
| Indicator responsibility | • Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting; and<br>• Programme 6 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM605: Number of specialist rooms built in public ordinary schools** |
|---|---|
| Short definition | Total number of specialist rooms to be built in public ordinary schools. These include additional specialist rooms in the existing schools and new schools. **Specialised room** is defined as a room equipped according to the requirements of the curriculum.<br><br>Examples: technical drawing room, music room, metalwork room. It excludes administrative offices and classrooms (as defined in PPM 804) and includes rooms such as laboratories. |
| Purpose/importance | To measure availability and provision of specialist rooms in schools in order to provide the appropriate environment for subject specialisation through the curriculum. |
| Policy linkage | Guidelines on School Infrastructure (to be updated) |
| Source/collection of data | NEIMS/ Infrastructure database |
| Means of verification | Completion Certificate |
| Method of calculation | Count the total number of specialist rooms built |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | All public ordinary schools to have libraries, resource centre etc. |
| Indicator responsibility | • Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting; and<br>• Programme 6 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM606: Number of new schools completed and ready for occupation (includes replacement schools)** |
|---|---|
| Short definition | Total number of public ordinary schools to be built**.** These include replacement and schools built and completed through ASIDI programme. |
| Purpose/importance | To measure access to education through provision of appropriate school infrastructure. |
| Policy linkage | Guidelines on School Infrastructure |
| Source/collection of data | NEIMS/ Infrastructure database |
| Means of verification | Completion Certificate |
| Method of calculation | Count the total number of new schools completed |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Cumulative |
| Reporting cycle | Annual |
| New indicator | Yes |
| Desired performance | All children to have access to public ordinary schools with basic services and appropriate infrastructure |
| Indicator responsibility | • Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting; and<br>• Programme 6 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM607: Number of new schools under construction (includes replacement schools)** |
|---|---|
| Short definition | Total number of public ordinary schools under construction includes replacement and schools and schools being built through Accelerated School Infrastructure Development Initiative (ASIDI) programme. |
| Purpose/importance | To measure availability and provision of education through provision of more schools in order to provide the appropriate learning and teaching. |
| Policy linkage | Guidelines on School Infrastructure |
| Source/collection of data | NEIMS/ Infrastructure database |
| Means of verification | Procurement Documents |
| Method of calculation | Count the total number of schools under construction including replacement schools |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | All public ordinary schools |
| Indicator responsibility | • Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting; and<br>• Programme 6 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM608: Number of Grade R classrooms built** |
|---|---|
| Short definition | Total number of classrooms to be built to accommodate Grade R learners. |
| Purpose/importance | To measure expansion of the provision of early childhood development |
| Policy linkage | Guidelines on School Infrastructure |
| Source/collection of data | NEIMS/ Infrastructure database |
| Means of verification | Completion Certificate |
| Method of calculation | Count the total number of Grade R classrooms built |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | All public ordinary schools with Grade 1 to have a Grade R classroom(s). |
| Indicator responsibility | • Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting; and<br>• Programme 6 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM609: Number of hostels built** |
|---|---|
| Short definition | Number of hostels to be built in the public ordinary schools, these include refurbishment of the old hostels in public ordinary schools. |
| Purpose/importance | To measure access to education for learners who travel long distances |
| Policy linkage | Guidelines on School Infrastructure |
| Source/collection of data | NEIMS/ Infrastructure database |
| Means of verification | Database of hostels to be built in public ordinary schools |
| Method of calculation | Count the total number of hostels to be built in public ordinary schools |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | All children to have access to education regardless of geographical location |
| Indicator responsibility | • Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting; and<br>• Programme 6 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM610: Number of schools undergoing scheduled maintenance** |
|---|---|
| Short definition | The South African Schools Act (SASA), No 84 of 1999 defines the roles of the Department of Basic Education (Provincial, District, Circuit, Schools Governing Body and Schools Principal) to maintain and improve the schools property and buildings and grounds occupied by the schools, including schools hostels. |
| Purpose/importance | Routine maintenance of schools facilities in our country is generally unacceptable, resulting in further deterioration over time. The ongoing neglect exposes learners to danger, de-motivates educators and cost the state more and more over time as buildings collapse. |
| Policy linked to | SASA |
| Source/collection of data | NEIMS/Schools Infrastructure |
| Means of verification | Database of schools undergoing scheduled maintenance |
| Method of calculation | Record total number of schools undergoing scheduled maintenance |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | Yes |
| Desired performance | Schools to be conducive for learning and teaching |
| Indicator responsibility | NEIMS/ Schools Infrastructure Directorate / Infrastructure Development Unit |
| Indicator responsibility | • Chief Director or Director/Manager in charge of Physical Resources/School Infrastructure Development Unit responsible for planning and reporting; and<br>• Programme 6 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

## G. PROGRAMME 7

| **Indicator title** | **PPM 701: Percentage of learners who passed National Senior Certificate (NSC)** |
|---|---|
| Short definition | Total number of NSC candidates who passed in the National Senior Certificate (NSC) examination. |
| Purpose/importance | To measure the efficiency of the schooling system |
| Policy linkage | MTSF and Examinations and Assessments |
| Source/collection of data | NSC database and technical reports |
| Means of verification | List of NSC candidates |
| Method of calculation | Number of candidates who passed NSC examinations |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | To increase the number of Grade 12 learners that are passing the NSC examinations. |
| Indicator responsibility | • Examinations and Assessment Director/Manager, responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the NSC database is part of the SASAMS/ EMIS); and<br>• Programme 7 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM 702: Percentage of Grade 12 learners passing at bachelor level** |
|---|---|
| Short definition | Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC). Bachelor passes enables NSC graduates to enroll for degree courses in universities expressed as a total number of learners who wrote NSC examinations. |
| Purpose/importance | To measure quality aspects of NSC passes |
| Policy linkage | MTSF and Examinations and Assessments |
| Source/collection of data | NSC database |
| Means of verification | List of NSC candidates |
| Method of calculation | Number of Grade 12 candidates who achieved a Bachelor pass in the National Senior Certificate by the total number of Grade 12 learner who wrote NSC examinations. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | To increase the percentage of learners who are passing NSC examinations with a Bachelor level pass |
| Indicator responsibility | • Examinations and Assessment Director/Manager, responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the NSC database is part of the SASAMS/ EMIS); and<br>• Programme 7 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics** |
|---|---|
| Short definition | Number of Grade 12 learners passing Mathematics with 50% or above in the NSC examinations expressed as a total number of learners who wrote Mathematics in the NSC examinations. |
| Purpose/importance | To measure efficiency in the schooling system with a focus on<br><br>Mathematics as a key gateway subject. |
| Policy linkage | MTSF and Examinations and Assessments |
| Source/collection of data | NSC database |
| Means of verification | List of NSC candidates |
| Method of calculation | Divide number of Grade 12 candidates who passed Mathematics in the National Senior Certificate with 50% and more by the total number of lea res who wrote Mathematics in the NSC examinations. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | To increase the number of NSC candidates who are passing Mathematics with 50% and above |
| Indicator responsibility | • Examinations and Assessment Director/Manager, responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the NSC database is part of the SASAMS/ EMIS); and<br>• Programme 7 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Science** |
|---|---|
| Short definition | Number of Grade 12 candidates passing Physical Science with 50% or more in the NSC examinations expressed as a total number of learners who wrote Physical Science in the NSC examinations. |
| Purpose/importance | To measure efficiency in the schooling system with a focus on<br><br>Physical Science as a key gateway subject. |
| Policy linkage | MTSF and Examinations and Assessments |
| Source/collection of data | NSC database |
| Means of verification | List of NSC candidates |
| Method of calculation | Divide number of Grade 12 candidates who passed Physical Science in the National Senior Certificate with 50% and above by the total number of lea res who wrote Physical Science in the NSC examinations. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | To increase the number of NSC candidates who are passing Physical Science at 50% and above |
| Indicator responsibility | • Examinations and Assessment Director/Manager, responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the NSC database is part of the SASAMS/ EMIS); and<br>• Programme 7 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| | |
|---|---|
| **Indicator title** | **PPM 705: Percentage of Grade 3 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)** |
| Short definition | Number of Grade 3 learners who have mastered a set of nationally defined basic learning competencies in Language as articulated in the Annual National Assessments (ANAs) expressed as a total number of Grade 3 learners who wrote ANA language test. |
| Purpose/importance | To measure efficiency in the schooling system with a focus on measuring competencies in the Foundation phase. |
| Policy linkage | MTSF and Examinations and Assessments |
| Source/collection of data | ANA database |
| Means of verification | List of learners who passed ANA tests |
| Method of calculation | Divide number of Grade 3 learners who passed ANA Language examinations at 50% and above by the total number of learners who wrote ANA Language test. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | To increase the number of Grade 3 learners who are passing ANA Language examinations. |
| Indicator responsibility | • Examinations and Assessment Director/Manager, responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is part of the SASAMS/EMIS one); and<br>• Programme 7 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| | |
|---|---|
| **Indicator title** | **PPM 706: Percentage of Grade 3 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)** |
| Short definition | Number of Grade 3 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs) expressed as a total number of Grade 3 learners who wrote ANA Mathematics test. |
| Purpose/importance | To measure efficiency in the schooling system with a focus on measuring competencies in the Foundation phase |
| Policy linkage | MTSF and Examinations and Assessments |
| Source/collection of data | ANA database |
| Means of verification | List of learners who passed ANA tests |
| Method of calculation | Divide number of Grade 3 learners who passed ANA Mathematics examinations at 50% and above by the total number of learners who wrote ANA Mathematics test. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | To increase the number of Grade 3 learners who are passing ANA Maths examinations. |
| Indicator responsibility | • Examinations and Assessment Director/Manager, responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is part of the SASAMS/EMIS one); and<br>• Programme 7 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| | |
|---|---|
| **Indicator title** | **PPM 707: Percentage Number of Grade 6 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)** |
| Short definition | Number of Grade 6 learners who have mastered a set of nationally defined basic learning competencies in Languages as articulated in the Annual National Assessments (ANAs) expressed as a total number of Grade 6 learners who wrote ANA **Language** test. |
| Purpose/importance | To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase |
| Policy linkage | MTSF and Examinations and Assessments |
| Source/collection of data | ANA database |
| Means of verification | List of learners who passed ANA tests |
| Method of calculation | Divide number of Grade 6 learners who passed ANA Language examinations at 50% and above by the total number of learners who wrote Grade 6 ANA Language test. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | To increase the number of Grade 6 learners who are passing ANA Language examinations. |
| Indicator responsibility | • Examinations and Assessment Director/Manager, responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning purposes (when the ANA database is part of the SASAMS/EMIS one); and<br>• Programme 7 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| | |
|---|---|
| **Indicator title** | **PPM 708: Percentage of Grade 6 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)** |
| Short definition | Number of Grade 6 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs) expressed as a total number of Grade 6 learners who wrote ANA Mathematics test. . |
| Purpose/importance | To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase |
| Policy linkage | MTSF and Examinations and Assessments |
| Source/collection of data | ANA database |
| Means of verification | List of learners who passed ANA tests |
| Method of calculation | Divide number of Grade 6 learners who passed ANA Mathematics examinations at 50% and above by the total number of learners who wrote Grade 6 ANA Mathematics test. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | To increase the number of Grade 6 learners who are passing ANA Mathematics examinations. |
| Indicator responsibility | • Examinations and Assessment Director/Manager, responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is part of the SASAMS/EMIS one); and<br>• Programme 7 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM 709: Percentage of Grade 9 learners achieving 50% and above in Home Language in the Annual National Assessment (ANA)** |
|---|---|
| Short definition | Number of Grade 9 learners who have mastered a set of nationally defined basic learning competencies in Language as articulated in the Annual National Assessments (ANAs) expressed as a total number of Grade 9 learners who wrote ANA Language test. |
| Purpose/importance | To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase |
| Policy linkage | MTSF and Examinations and Assessments |
| Means of verification | List of learners who passed ANA tests |
| Source/collection of data | ANA database |
| Method of calculation | Divide the number of Grade 9 learners who passed ANA Language examinations by the total number of Grade 9 learners who wrote ANA Language test. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | To increase the number of Grade 9 learners who are passing ANA Home Language examinations. |
| Indicator responsibility | • Examinations and Assessment Director/Manager, responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is part of the SASAMS/EMIS one); and<br>• Programme 7 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

| **Indicator title** | **PPM 710: Percentage of Grade 9 learners achieving 50% and above in Mathematics in the Annual National Assessment (ANA)** |
|---|---|
| Short definition | Number of Grade 9 learners who have mastered a set of nationally defined basic learning competencies in Mathematics as articulated in the Annual National Assessments (ANAs) expressed as a total number of Grade 9 learners who wrote ANA Mathematics test. |
| Purpose/importance | To measure efficiency in the schooling system with a focus on measuring competencies in the Intermediate phase. |
| Policy linkage | MTSF and Examinations and Assessments |
| Source/collection of data | ANA database |
| Means of verification | List of learners who passed ANA tests |
| Method of calculation | Divide number of Grade 9 learners who passed ANA Mathematics examinations at 50% and above by the total number of learners who wrote Grade 9 ANA Mathematics test. |
| Data limitations | None |
| Type of indicator | Output |
| Calculation type | Non-cumulative |
| Reporting cycle | Annual |
| New indicator | No |
| Desired performance | To increase the number of Grade 9 learners who are passing ANA Mathematics examinations. |
| Indicator responsibility | • Examinations and Assessment Director/Manager, responsible for planning and reporting;<br>• Director/Manager in charge of EMIS who is responsible for collection and storage of data for planning (target setting) and reporting purposes (when the ANA database is part of the SASAMS/EMIS one); and<br>• Programme 7 Manager who is accountable for budget planning and expenditure ito the PFMA, as well as overall performance of the Budget Programme. |

# APPENDIX C: ACRONYMS

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|---|---|
| ABET: Adult Basic Education and Training | MTEF: Medium-Term Expenditure Framework |
| ACE: Advanced Certificate in Education | NCS: National Curriculum Statement |
| AET: Adult Education and Training | NC (V): National Curriculum (Vocational) |
| CEM: Council of Education Ministers | NPDE : National Professional Diploma in Education |
| CEMIS: Central Education Management Information System | NEPA: National Education Policy Act |
| CLC: Community Learning Centre | NGO: Non-Governmental Organisation |
| CTLI: Cape Teaching and Learning Institute | NQF: National Qualifications Framework |
| DHET: Department of Higher Education and Training | NSC: National Senior Certificate |
| DOCS: Department of Community Safety | NSNP: National School Nutrition Program |
| DBE: Department of Basic Education | OHSA: Occupational Health and Safety Act |
| DEMIS: DEMIS: District Education Management Information System | PFMA: Public Finance Management Act |
| ECD: Early Childhood Development | PILIR: Policy on Incapacity Leave and Ill-Health Retirement |
| ECM: Enterprise Content Management | PMDS: Performance Management and Development System |
| EE: Employment Equity | PPI: Program Performance Indicator |
| EIG: Education Infrastructure Grant | PPP: Public-Private Partnership |
| EMIS: Education Management Information System | PPM: Program Performance Measure |
| EPP: Education Provisioning Plan | QIDS-UP: Quality Improvement, Development, Support and Upliftment Program |
| EPWP: Expanded Public Works Program | RCL: Representative Council of Learners |
| EWP: Employee Wellness Program | SACE: South African Council for Educators |
| FET: Further Education and Training | SACMEQ: Southern and Eastern African Consortium for Monitoring Educational Quality |
| GET: General Education and Training | SAQA: South African Qualifications Authority |
| HEI: Higher Education Institution | SASA: South African Schools' Act |
| ICT: Information and Communication Technology | SASAMS: South African School Administration and Management System |
| IMDG: Institutional Management Development and Governance | SAPS: South African Police Services |
| I-SAMS: Integrated School Administration and Management System | SETA: Sector Education and Training Authority |
| IQMS: Integrated Quality Management System | SGB: School Governing Body |
| KM: Knowledge Management | SITA: State Information Technology Agency |
| LSEN: Learners with Special Education Needs | SMT: School Management Team |
| LTSM: Learning and Teaching Support Materials | TIMMS: Trends in International Mathematics and Science Study |
| MST: Mathematics, Science and Technology | WSE: Whole-School Evaluation |

# APPENDIX D: GLOSSARY OF DEFINITIONS/TERMS

**Advanced Certificate of Education** qualification is a flexible means of upgrading teachers (educators) and education managers in a range of specialist skills.

**Adult Basic Education and Training:** Means all learning and training programmed for adults (persons 16 years or older ) from level 1 to 4 where level 4 is equivalent to ((i) Grade 9 in public schools: or (ii) National Qualifications Framework level 1 as contemplated in the South African Qualifications Authority Act. 1995 (Act No. 58 of 1995).

**Adult Basic Education and Training Centre** means a centre, either public or private, providing Adult Basic Education and Training (ABET) in terms of the Adult Basic Education and Training Act, 2000 (Act No.52 of 2000).

**Annual National Assessments (ANA):** The purpose of ANA is to track learner performance in Grades 1 to 6 and 9 each year in Literacy (Languages) and Numeracy (Mathematics) as the Department works towards the goal of improving learner performance in line with commitments made by government. The ANA results will be used to monitor progress, guide planning and the distribution of resources to help improve Literacy/Language and Numeracy/Mathematics knowledge and skills of learners in the grades concerned.

**Bachelor Pass:** The percentage pass required for a Grade 12 learner to be eligible for admission to a Bachelor degree's programme at a university.

**Basic Education:** Is a sub-sector of the broader Education Sector which entails schooling system e.g. Grades R to 12 as well as pre-Grade R and AET.

**Council of Ministers** means the Council of Education Ministers as established by section 9 of the National Education Policy Act, 1996 (Act No.2 7 of 1996).

**Circuit Manager:** A Circuit Manager is the head of a circuit office and executes prescribed functions which have been delegated by the District Director or the Head of the PED. This Middle Manager is entrusted with overall school management and governance of all the Basic Education institutions in the particular circuit.

**Circuit Office:** A Circuit Office is the management sub-unit of an Education District and the seat or station of the Circuit Manager which is the responsible for the Basic Education institutions in a particular Education Circuit.

**Classrooms:** Rooms where general teaching and learning occurs, but which are not designed for special instructional activities, in other words, it excludes specialist rooms.

**District Director** is the head of a district office and executes prescribe functions using authority delegated by the Head of the PED. Put differently, it is the Senior Manager in charge of a particular Education District who is responsible for all the Basic Education institutions in that demarcated geographical area as well as the management of all support functions, District outputs and outcomes.

**District Office:** A district office is the management sub-unit of a Provincial Education Department (PED and the seat or station of the District Director who is responsible for the Basic Education institutions in a particular Education District.

**Early Childhood Development (ECD)** refers to a comprehensive approach to policies and programmes for children from birth to nine years of age with the active participation of their parents and caregivers. Its purpose is to protect the child's rights to develop his or her full cognitive, emotional, social and physical potential. It can also be defined as an umbrella term that applies to the processes by which children from birth to at least 9 years grow and thrive, physically, mentally, emotionally, spiritually, morally and socially.

**ECD Centres** are standalone centres not yet attached to a specific public primary school.

**ECD Practitioners** are defined as formally and non-formally trained individuals providing an educational service in ECD including persons currently covered by the Educators Employment Act, 1994 (Act No. 138 of 1994). Most of these practitioners are currently un- or under-qualified in terms of the National Diploma approved qualification

**Education Circuit:** A Circuit is sub-area of an Education District which is demarcated by the MEC for Education for administrative purposes. It is the second-level administrative sub-division of a PED. Depending on the context, the term "circuit" is used to describe either the geographic area or administrative unit.

**Education District:** A "district" is an area of a province which is demarcated by the MEC for administrative purposes. The district is thus the first-level administrative sub-division of a PED. Depending on the context, the term "district" is used to describe either the geographic area or administrative unit.

**Educational Institutions** is a collective term for entities engaged in the actual delivery of educational services to learners and students, and includes schools, further education and training, early childhood development, and higher education institutions and adult (basic) education and training centres.

**Education Management Information System (EMIS)** means an information system used by the Basic Education Sector to collect and store educational institution data for administrative, management, including planning, monitoring, reporting and evaluation functions as well as research purposes.

**Full Service Schools:** Public Ordinary Schools that cater for learners with moderate disabilities with special education needs and are specially resourced and orientated to address a range of barriers to learning in an inclusive education setting**. Also see definition for Public Special Schools below.**

**Further Education and Training (FET)** means all learning and training programmes leading to qualifications from levels 2 to 4 of the National Qualifications Framework as contemplated in the South African Qualifications Authority Act 1995, (Act No. 58 of 1995), general education but below higher education

**General Education and Training (GET)** means all learning and training programmes leading to qualifications below and including level 1), but below the FET level, of the National Qualifications Framework as contemplated in the South African Qualifications Authority Act 1995, (Act No. 58 of 1995**.**

**Grade R (Reception):** The reception year for a learner in a school or an ECD Centre, that is, the grade immediately before Grade 1.

**Inclusive Education** is defined as:

- Acknowledging that all children and youth can learn and that all children and youth need support;
- Enabling education structures, systems and learning methodologies to meet the needs of all learners;
- Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases;
- Broader than formal schooling and acknowledging that learning also occurs in the home and community, and within formal and informal settings and structures;

- Changing attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners; and
- Maximising the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimising barriers to learning.

**Independent Schools:** Schools registered as such or deemed to be independent in terms of the South African Schools Act (SASA), 1996 (Act No. 86 of 1996), as amended, and comprise both Primary and Secondary Schools.

**Learners with moderate disabilities or impairments:** Learners are categorised as those with mild (moderate) or severe disabilities/impairments. These learners have different learning needs, which arise from a range of factors, including physical, mental, sensory, neurological and developmental impairments. Psycho-social disturbances, differences in intellectual ability, particular life experiences or socio-economic deprivation. The latter, who have severe disabilities/impairments like being totally blind, deaf, dumb or physically disabled, are more dependent on support from other people than the former.

**Media resources** are used instead of the traditional term "library materials" and consist of all additional or supplementary support material such as books, e-books, CDs, DVDs, Internet, journals, magazines, newspapers, etc. that support teaching and learning in the classroom, and are normally kept in resource centres (previously called libraries).

**Multi-grade Class:** A class where the same educator teaches learners in different grades in one class room.

**National Education Information Policy:** This policy creates a framework that allows for the coordinated and sustainable development of education information systems. Two main goals are thereby pursued. The first is the goal of an education system where information systems enhance the day-to-day running of institutions and education departments, and provide better information to the public as a whole, thereby promoting accountability. The second is the goal of an education system where information systems yield increasingly valuable data and statistics needed for planning and monitoring purposes, which occurs at all levels from the individual institution to the national Department of Education.

**Provincial Education Department** means a department of any provincial government which is responsible for education**.**

**Public Ordinary Schools:**
There are 4 types of Public Ordinary Schools in the Eastern Cape, namely Primary, Junior Secondary or Combined, Secondary and Senior Secondary Schools:

- A Primary School caters for Grades R to 7;
- A Combined or Junior Secondary School normally provides for Grades R to 9 with a number of variations in between such as Grades R to 3 and Grades 4 to 7.
- A Secondary School caters for Grades 8 to 12; and
- A Senior Secondary School provides for Grades 10 to 12.

**Public Schools:** Refers to Public Ordinary and Public Special Schools. It excludes Independent Schools.

**Public Special Schools:** Schools resourced to deliver education to learners with special needs requiring high-intensity educational and other support on either a full-time or a part-time basis. The learners who attend these schools include those who have physical, intellectual or sensory disabilities or serious behaviour and/or emotional problems, and those who are in conflict with the law or whose health-care needs are complex.

**South African School Administration and Management System (SASAMS):** Comprehensive software package & solution for addressing all elements of the school administration & management system was developed and owned by the DBE and is available at no cost to schools. e-Administration implemented through SASAMS

**Sanitation Facility**: Refers to all kinds of toilets such as: pit latrine with ventilated pipe at the back of the toilet, Septic Flush, Municipal Flush, Enviro Loo, Pit-latrine and Chemical.

**School Phases** entail the Foundation (GET) Phase: Grades R to 3, the Intermediate (GET) Phase: Grades 4 to 5, the Senior (GET) Phase: Grades 7 to 9, and the FET Phase: Grades 10 to 12.

**School** means an institution, either public or independent, providing schooling at some or all of the grades R to 12 levels, in terms of the South African Schools Act (Act 84 of 1996).

**Schools with electricity** refer to schools that have any source of electricity including Eskom Grid, solar panels and generators.

**Schools with water supply** include with potable water, water tanks or boreholes or tap water.

**Specialised room** is defined as a room equipped according to the requirements of the curriculum. For example: technical drawing room, music room, metalwork room. It excludes administrative offices and classrooms (as defined in PPM 604) and includes rooms such as laboratories.