



Province of the  
**EASTERN CAPE**  
EDUCATION

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**2018/19**

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**ANNUAL  
PERFORMANCE  
PLAN**

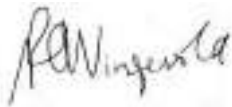


***EASTERN CAPE DEPARTMENT OF EDUCATION***  
***2018/19***  
***ANNUAL PERFORMANCE PLAN***

## Official Sign-off

### This Annual Performance Plan

- was developed by the management of the Eastern Cape Education Department under the guidance of the Member of the Executive Council for Education (province);
- was prepared in line with the current Strategic Plan of the Eastern Cape Education Department; and
- accurately reflects the performance targets which the Eastern Cape Education Department will endeavour to achieve given the resources made available in the budget for 2018/19.



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**Ms. P. Vinjevold**  
**Acting Deputy Director-General: Education Planning Evaluation and Monitoring**



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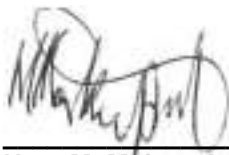
**Mr. J. O' Hara**  
**Chief Financial Officer**



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**Mr. T. Kojana**  
**Accounting Officer**

**Approved by:**



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**Hon. M. Makupula**  
**Member of the Executive Council: Education**

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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:

- Implement appropriate and relevant educational programmes through quality teaching and learning;
- Mobilise community and stakeholder support through participation; and
- Institutionalise a culture of accountability at all levels of the Department.

### 3. Values

Empathy  
Dignity  
Unity  
Confidence  
Access  
Trust  
Integrity  
Ownership  
Nation

The Vision and Mission are supported by the values of 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:

- serve with **Empathy**
- endeavour at all times to treat learners, colleagues and stakeholders with **Dignity** and courtesy
- ensure in the spirit of teamwork, to continuously strive for **Unity** as we focus on quality education for all.

We also undertake to

- inspire **Confidence** in government services and
- fulfil the fundamental principles of **Access** and equity as enshrined in the Constitution of the Republic
- engender **Trust** in all we do
- display a high level of **Integrity** and accountability in our daily operations
- instill a culture of **Ownership** and humility as we make our contribution to moulding the future leaders of our beloved **Nation**.

The letters of the acronym “**EDUCATION**” are employed as the first letters of the eight (8) values: **Empathy, Dignity, Unity, Confidence, Access, Trust, Integrity, Ownership** and **Nation**.

#### 4. Goals

The following are the seven strategic goals of the Department:

<b>Strategic Goal 1:</b>	Improved quality of teaching and learning through timeous supply and effective utilisation and development of teachers
<b>Strategic Goal 2:</b>	Adequate quality infrastructure provided on the basis of a data-driven infrastructure plan
<b>Strategic Goal 3:</b>	Provision of quality Learning and Teaching Support Materials (LTSM) and furniture to all schools through data-driven planning and provisioning
<b>Strategic Goal 4:</b>	Improved assessment for learning
<b>Strategic Goal 5:</b>	Improved quality of Grade R teaching and learning through training of teachers and provision of readers
<b>Strategic Goal 6:</b>	Improved school functionality through effective governance, management and monitoring
<b>Strategic Goal 7:</b>	Improved learning outcomes through partnerships and stakeholder engagement

The strategic outcome orientated goals each have strategic objectives as found in the table below:

STRATEGIC GOAL(SG)	STRATEGIC OBJECTIVES (SOs)
<p><b>Strategic Goal 1</b> Improved quality of teaching and learning through timeous supply and effective utilisation and development of teachers</p>	<ul style="list-style-type: none"> <li>• <b>SO 1.1:</b> To develop and enhance the professional and technical capacity and performance of educators through demand-driven training at decentralised venues which are fit for purpose</li> <li>• <b>SO 1.2:</b> To develop the skills of the Department's workforce at all levels</li> <li>• <b>SO 1.3:</b> To promote instructional leadership development for improved quality of teaching and learning</li> <li>• <b>SO 1.4:</b> To increase access to education in public ordinary and independent schools</li> </ul>
<p><b>Strategic Goal 2</b> Adequate quality infrastructure provided on the basis of a data-driven infrastructure plan</p>	<ul style="list-style-type: none"> <li>• <b>SO 2.1:</b> To develop and implement a data driven infrastructure plan which includes new schools, extensions to existing schools and maintenance plans for all schools</li> </ul>
<p><b>Strategic Goal 3</b> Provision of quality Learning and Teaching Support Materials (LTSM) and furniture to all schools through data-driven planning and provisioning</p>	<ul style="list-style-type: none"> <li>• <b>SO 3.1:</b> Provide texts, stationery, assessment exemplars, furniture and Norms and Standards funding to all schools in sufficient numbers and on time through data-driven planning and provisioning</li> </ul>
<p><b>Strategic Goal 4</b> Improved assessment for learning</p>	<ul style="list-style-type: none"> <li>• <b>SO 4.1:</b> To increase the percentage of learners performing at required levels in language and Mathematics in all grades.</li> <li>• <b>SO 4.2:</b> To increase the number of Grade 12 learners who become eligible for a Bachelors Programme at a university</li> <li>• <b>SO 4.3:</b> To increase the number of Grade 12 learners who pass Mathematics and Physical Sciences</li> <li>• <b>SO 4.4:</b> To increase the number of Grade 12 learner who passed the National Senior certificate.</li> <li>• <b>SO 4.5:</b> To improve systems for monitoring of learner performance, administration of assessments and utilisation of examination question banks across the system</li> </ul>
<p><b>Strategic Goal 5</b> Improved quality of Grade R teaching and learning through training of teachers and provision of readers</p>	<ul style="list-style-type: none"> <li>• <b>SO 5.1:</b> To improve access of children to quality Early Child Development (ECD)</li> </ul>
<p><b>Strategic Goal 6</b> Improve school functionality through effective governance, management and monitoring</p>	<ul style="list-style-type: none"> <li>• <b>SO 6.1:</b> To increase school functionality through recruitment, selection and training of principals and support of school management teams</li> <li>• <b>SO 6.2:</b> To improve the quality of monitoring and support provided to schools by the Department</li> <li>• <b>SO 6.3:</b> To improve systems for effective management and administration of schools</li> </ul>
<p><b>Strategic Goal 7</b> Improved learning outcomes through partnerships and stakeholder engagement</p>	<ul style="list-style-type: none"> <li>• <b>SO 7.1:</b> To promote youth development and inculcation of positive values through arts, culture, heritage and sports in all institutions</li> <li>• <b>SO 7.2:</b> To communicate education plans and commitments to all stakeholders</li> </ul>



## 5. Foreword by Member of the Executive Council for Education

Heartfelt gratitude for the opportunity to outline the foreword to the APP 2018/19. The year 2018, is the centenary year for the late Dr Nelson Rolihlahla Mandela, the first democratically elected President of our country. He would have been 100 years old if he was still alive. As the Education Sector, we value his great contribution to improve our education system. In his own words, "Education is an engine for personal development. Through education, the child of a farm worker can become the farm manager".

2018/19 is also the final year of the Fifth Democratic Government (2014-19) as outlined in the Medium Term Strategic Framework (MTSF). During this period our planning was geared towards realization of the 2030 vision and targets set in the National Development Plan (NDP) and the Basic Education Sector Plan, whose focus was to, improve the quality of teaching and learning; undertake regular assessment to track progress; universalise access to Grade R and ensuring a credible outcomes-focused planning and accountability system.

In the Eastern Cape we developed a three-year Education System Transformation Plan 2016 – 2018, whose key outcomes are:

- Increased number of functional schools
- Rationalised and realigned small and unviable schools
- Fully Capacitated and Functional Districts and Head Office
- Social partners mobilised and rallied around the change agenda
- Increased supply of appropriately trained educators
- Adherence to national funding norms
- Unqualified audit.

This Annual Performance Plan covers the last year of the above-mentioned Education Transformation Plan. The purpose of the plan was to enable the implementation of quality teaching and learning. After two years of the implementation of the Education System Transformation Plan, I note with appreciation that our Province has registered improved matric results, from 59% in 2016 to 65% in 2017. Districts were rationalised from 23 to 12 in line with municipal boundaries thus allowing for a more focused support service to schools. We enhanced school functionality through appointment of Principals and Deputies, as well as 100 subject advisors and, 33 Circuit Managers, and introduced Data Driven Districts (electronic monitoring system).

Education challenges continue to confront both society and our institutions across the Province. The education and training system which is still struggling to transform, remains a critical element in the reproduction of racialized inequality, and specifically the reproduction of a reserve army of unskilled, semi-skilled and unemployed graduates.

In 2018/19 we need to build, consolidate and advance from the achievements and good practice of 2016 and 2017. This year the Department shall pay attention to the following areas:

- Strengthen the expanded curriculum platform to respond to the needs of both the country and the economy,
- Consolidate, (a) three stream model Academic, Technical and Occupational, (b) Maritime studies by expanding these schools, (c) increase the number of schools doing Agriculture.
- Focus on an integrated approach to Early Childhood Development, effective implementation of school functionality, programmes to support the two underperforming districts (Amatole East and West) and the finalisation of the organogram and the implementation of the Service Delivery Model.

As we execute and carry out our work, officials, teachers, and stakeholders must always learn to respect ordinary people, remember that the pride of serving the people is more important than a good income, keep in mind that the life of an ordinary person, however destitute is worth properties of the richest man on earth. The people's gratitude is much more permanent and everlasting than that of gold. Today and in the future, we must practise solidarity, for the greatest sources of wisdom are the people. The struggle for a better life must go on.



.....  
**MANDLA MAKUPULA, MPL  
MEC FOR EDUCATION  
EASTERN CAPE PROVINCE**

## 6. Introduction by Accounting Officer

In 2016 the Eastern Cape Department of Education (ECDOE) embarked on a three-year Education Transformation Plan. The seven pillars of the Plan are:

1. Increased number of functional schools
2. Rationalised and realigned schools
3. Fully capacitated and functional Head Office and Districts
4. Social Mobilisation
5. Appropriately trained educators
6. Adherence to national norms
7. Unqualified Audit Outcomes

Good progress has been made in all seven components of the Transformation Plan. In particular,

- Decisive steps have been taken to improve school functionality through the appointment of 121 principals, 242 deputy principals and 665 Heads of Department; the early declaration and distribution of posts to schools; improved delivery of books and school furniture and considerable investment in school infrastructure.
- The development of a comprehensive plan for the rationalisation of schools to ensure an increase in the number of viable primary and high schools through mergers and closure of schools.
- The consultation and implementation of a new Service Delivery Model consisting of 12 districts and a realigned Head Office structure
- Regular communication and consultation with education stakeholders
- The establishment of a Provincial Teacher Development Committee; the approval of Norms and Standards for Provincial Teacher Development Institutes and District Teacher Development Centres and a Prospectus of all teacher development programmes offered in the province

While much has been achieved in the first two years of the Transformation Plan, much remains to be done in the final year of 2018/19. This 2018/19 Annual Performance Plan (APP) sets out the priorities and plans of the ECDOE for this final year.

Particular priorities for 2018/19 are:

- Reading in the Foundation Phase
- The election and training of new School Governing Bodies at all public schools in the province
- Accountability at all levels of the system for improved learning outcomes
- The timeous filling of posts in schools, districts and Head Office with competent and caring staff
- The vigorous implementation of the plan for the rationalisation of schools
- Strong communication and consultation with stakeholders

I invite all stakeholders to support the ECDOE in the implementation of the 2018/19 Annual Performance Plan so that the learning outcomes and life chances of our children are enhanced.



.....  
**T. KOJANA**  
**ACCOUNTING OFFICER**

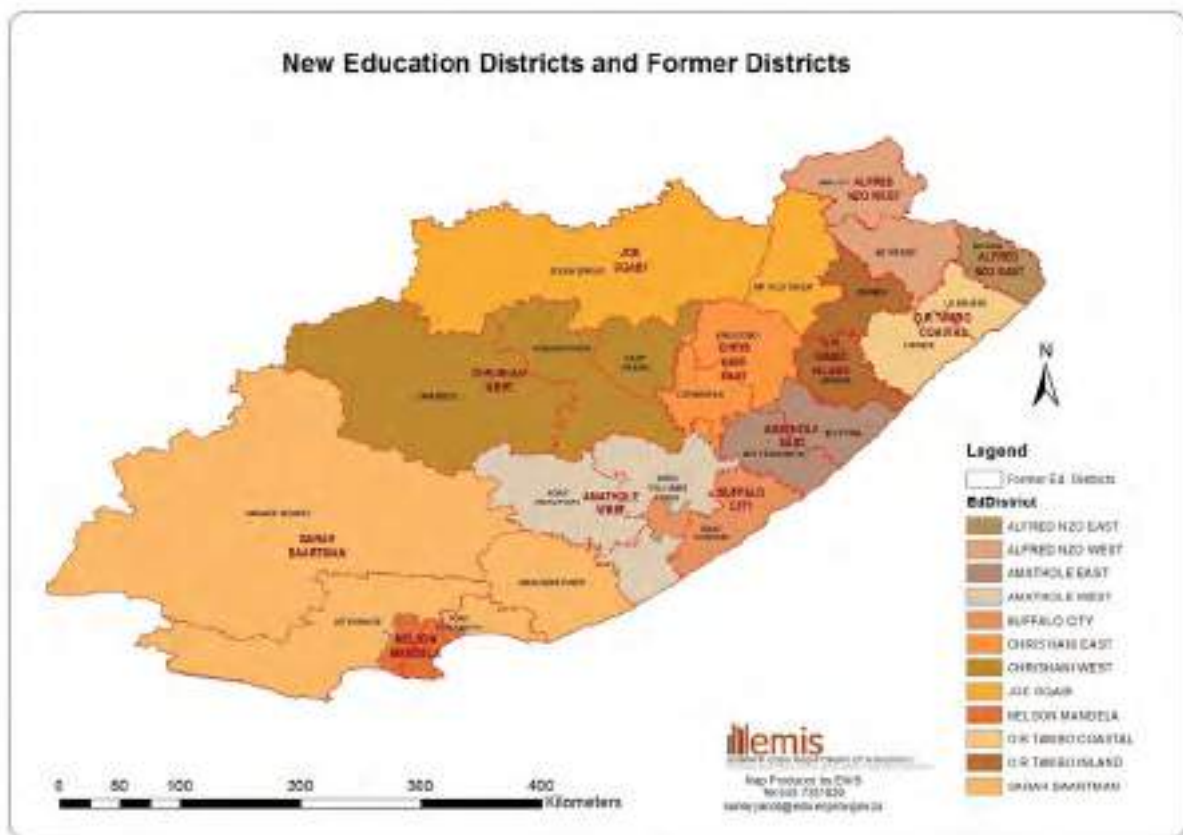
## 1. Updated Situational Analysis

### Changes to the internal environment:

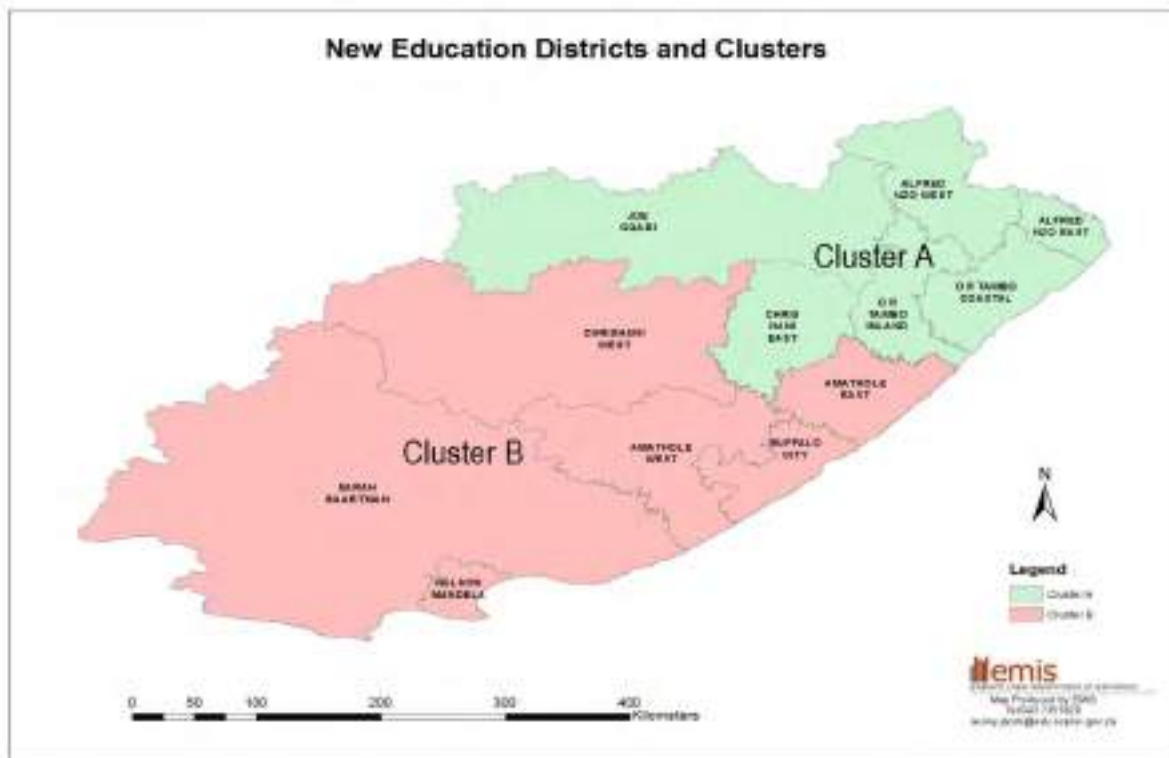
- The Development and adoption of the Education System Transformation Plan 2016 -2018
- Appointment of Senior Leadership which aims at bringing about Institutional stability
- The Service Delivery Model was approved by the MEC and the 23 Districts have been reduced to 12 Districts in-line with the Municipal Boundaries as follows: Alfred Nzo East, Alfred Nzo West, Amathole East, Amathole West, Buffalo City Metro, Chris Hani East, Chris Hani West, Joe Gqabi, Nelson Mandela Metro, OR Tambo East, OR Tambo West and Sarah Baartman

In 2017, the 23 Districts were rationalised into 12 Districts, which coincides with the existing 6 District and 2 Metropolitan municipal boundaries.

The map shows the former 23 Districts and 12 rationalised Districts.



The map shows the Districts which are assigned to Clusters A and B respectively:



As the reduction to the number of Districts was completed in 2017, the focus for 2018 will be to strengthen existing District infrastructure, develop standard operating procedures and strengthen support to schools.

Below is a synopsis of the macro strategies and delivery plans on which the 2018/19 APP is based

Medium Term Strategic Framework (practical implementation of NDP)	Education System Transformation Plan 2016 – 2018	DBE Action Plan to 2019 – 27 goals
<ul style="list-style-type: none"> <li>Improved quality of teaching and learning through development, supply and effective utilisation of teachers.</li> <li>Improved quality of teaching and learning through provision of adequate quality infrastructure and Learning and Teaching Support Materials (LTSM).</li> <li>Tracking of learner performance through reporting and analysis of the Annual National Assessment (ANA) at Grade 3, 6 and 9 level and improving ANA over time to ensure appropriate feedback to learners and teachers and to benchmark performance over time.</li> <li>Expanded access to Early Childhood Development and improvement of the quality of Grade R.</li> <li>Strengthening accountability and improving management at the school, community and district level.</li> <li>Partnerships for education reform and improved quality.</li> </ul>	<p>This Plan outlines the key strategies to address identified inefficiencies in a three year phased process.</p> <p>The key objective of this plan is to transform the entire education system with specific focus on 560 quintile 1 to 3 viable secondary schools. The strategy aims to maximise opportunities for learners of the Eastern Cape Province to achieve quality passes in the National Senior Certificate.</p> <p>Further, the strategy takes into cognisance the reality of backlogs that exist as well as day-to-day operations that need to take place to address the backlogs.</p> <p>The key outcomes of the Transformation Plan are:</p> <ul style="list-style-type: none"> <li>Increased number of functional schools</li> <li>Rationalised and realigned small and unviable schools</li> <li>Fully Capacitated and Functional Districts and Head Office</li> <li>Social partners mobilised and rallied around the change agenda</li> <li>Increased supply of appropriately trained educators</li> <li>Adherence to national funding norms</li> <li>Unqualified audit</li> </ul>	<p><b>Six Themes:</b></p> <ul style="list-style-type: none"> <li>Focus on quality and efficiency of education</li> <li>Communication to communities</li> <li>Prioritised teaching and learning</li> <li>Strengthened partnerships</li> <li>Strengthened inter-governmental and interdepartmental mechanisms</li> <li>Impact evaluation</li> </ul> <p><b>Ten non-negotiables:</b></p> <ul style="list-style-type: none"> <li>LTSM</li> <li>Infrastructure</li> <li>Districts</li> <li>Teachers</li> <li>ICT</li> <li>Monitoring and evaluation</li> <li>Library services – improvement of reading</li> <li>Rationalisation of schools and scholar transport</li> <li>Curriculum focus on Mathematics, Science, Technology and African languages</li> <li>Partners and social mobilisation</li> </ul>

## 1. National Development Plan

The NDP is South Africa's comprehensive macro-policy framework.

The NDP's Education Vision is set out in Chapter 9 of the NDP and calls for:

- Access to education and training by 2030
- Compulsory education up to Grade 12
- Production of highly skilled individuals
- The different parts of the education system to work together allowing learners to take different pathways that offer high quality learning opportunities
- Education to be the most important investment for our country
- Lifelong learning, continuous professional development and knowledge production

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

- Improving 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 and 90%.

Chapter 9 of the NDP should 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.

## 2. Medium Term Strategic Framework

The national cabinet has adopted the Medium Term Strategic Framework (MTSF) which is government's plan for implementing the National Development Plan. It is the frame of reference for government's main priorities and its strategic direction and serves as the principal guide to the planning and the allocation of resources across all spheres of government.

Chapter one of the MTSF opens as follows: "The NDP's vision for 2030 is that South Africans should have access to training and education of the highest quality, characterised by significantly improved learning outcomes".

The education output priorities of the MTSF are:

**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.

The table below shows the link between the MTSF indicators and the Programme Performance Measures (PPMs):

MTSF Indicator	Programme Performance Measure
The average hours per year spent by teachers on professional development activities	PPM 210: The average hours per year spent by teachers on professional development activities
Number of teachers self-assessed using knowledge testing system	PPM 211: Number of teachers who have written the Self-Diagnostic Assessments
Percentage of teachers meeting required content knowledge levels after support	PPM 212: Percentage of teachers meeting required content knowledge levels after support
Percentage of learners in schools with at least one educator with specialist training on inclusion	PPM 213: Percentage of learners in schools with at least one educator with specialist training on inclusion
Number & percentage of Funza Lushaka bursary holders placed by June of the year after qualifying	PPM 214: Number and percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies
Percentage of schools where allocated teaching posts are all filled	PPM 217: Percentage of schools where allocated teaching posts are all filled
Number of ASIDI schools built and handed over against the target	DBE reports on this indicator. Not applicable for Provincial Department
Number and Percentage of Grade 1-9 learners provided with required workbooks per grade per year	DBE reports on this indicator. Not applicable for Provincial Department
Percentage of learners having access to broadband	PPM 106: Percentage of learners having access to information through (a) Connectivity (other than broadband); and (b) Broadband
Policy detailing the role of Universal and Verification ANA and analysis published	DBE reports on this indicator. Not applicable for Provincial Department. Further to this ANA was suspended by DBE within the Provincial Department late in 2016.
Learner and teacher instrument is developed and piloted to collect background information	DBE reports on this indicator. Not applicable for Provincial Department
Percentage of Grade 1 learners who have received formal Grade R per year	PPM 502: Percentage of Grade 1 learners who have received formal Grade R education in public ordinary and/or special schools and registered independent schools/ECD sites
Percentage of targeted learners supplied with workbooks	DBE reports on this indicator. Not applicable for Provincial Department
Number and percentage of Grade R practitioners with NQF level 6 and above qualification each year.	PPM 503: Number and percentage of Grade R practitioners with NQF level 6 and above qualification each year
Percentage of Gr 1 entrants who attended Gr R that are school ready	DBE reports on this indicator. Not applicable for Provincial Department
Number and percentage of learners who complete the whole curriculum each year	PPM 219: Number and percentage of learners who complete the whole curriculum each year
Percentage of schools producing a minimum set of management documents at a required standard	PPM 220: Percentage of schools producing a minimum set of management documents at a required standard
Percentage of schools with more than one financial management responsibility on the basis of assessment	PPM 222: Percentage of schools with more than one financial responsibility on the basis of assessment
Number and percentage of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year	PPM 221: Number and Percentage of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year
School satisfaction rate with SA-SAMS	PPM101: Number of public schools that use the South African Schools Administration and Management Systems (SA-SAMs) to electronically provide data
Percentage of school principals rating the support services of districts as being satisfactory	PPM 107: The percentage of school principals rating the support services of districts as being satisfactory



MTSF Indicator	Programme Performance Measure
Competency of district managers assessed against criteria	DBE reports on this indicator. Not applicable for Provincial Department
Percentage of Grade 12 learners passing at bachelor level	PPM 702: Percentage of Grade 12 learners passing at bachelor level
Number and percentage of Grade 12 achieving 50% or more in Mathematics	PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics
Number and percentage of Grade 12 achieving 50% or more in Physical Science	PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Science
Average score obtained by Grade 6 learners in language in the SACMEQ assessment	DBE reports on this indicator. Not applicable for Provincial Department
Percentage of 7 to 15 year olds attending education institutions	PPM 105: Percentage of 7 to 15 year olds attending education institutions
The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)	PPM 202: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)
The percentage of children who turned 12 in the previous year and who are currently enrolled in Grade 7 (or a higher grade)	PPM 203: The percentage of children who turned 9 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)
The percentage of youths who obtained a National Senior Certificate from a school	PPM 701: Percentage of learners who passed the National Senior Certificate (NSC)
The percentage of youths who obtained any FET qualification	DBE reports on this indicator. Not applicable for Provincial Department

The Department has integrated the Medium Term Strategic Framework outputs to the Revised Strategic Plan 2015 – 2019. As the Provincial Department integrated the MTSF indicators during the Revision of the 2017/18 Annual Performance Plan, this integration is still in the developmental phase. An analysis will be conducted at the end of the 2017/18 financial year to identify areas for improvement. In 2018/19 the Department will review and update processes to enhance the identified improvement areas and so move towards fully integrating the MTSF indicators into Departmental planning and delivery.

### 3. Schooling 2030 and the 27 Goals

The South African education sector plan is further elaborated in *Action Plan 2019, towards Schooling 2030*. The plan contains 27 goals. The first 13 goals deal with learning outcomes and the other 14 goals deal with how these learning outcomes will be achieved. This is the second 5-year period using these goals. They have all been retained as these are shown, both locally and internationally, to be keys to improved education systems.

The goals for the national learning outcomes are:

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.
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.
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.
4. Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.
5. Increase the number of Grade 12 learners who pass Mathematics.
6. Increase the number of Grade 12 learners who pass Physical Science.
7. Improve the average performance of Grade 6 learners in languages.
8. Improve the average performance of Grade 6 learners in Mathematics.
9. Improve the average performance in Mathematics of Grade 8 learners.
10. Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.
11. Improve the access of children to quality early childhood development (ECD) below Grade 1.
12. Improve the grade promotion of learners through Grades 1 to 9.
13. Improve the access of youth to Further Education and Training beyond Grade 9.

The goals for how the learning outcomes will be achieved are:

14. Attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession.
15. Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided.
16. Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
17. Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
18. Ensure that learners cover all the topics and skills areas that they should cover within their current school year.
19. Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
20. Increase access amongst learners to a wide range of media, including computers, which enrich their education.
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.
22. Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.
23. Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.
24. Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach.
25. Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.
26. Increase the number of schools which effectively implement the inclusive education policy and have access to centres which offer specialist services.
27. Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partly through better use of e-Education.

In addition, the Department of Basic Education has adopted a set of themes:

1. Focus on quality and efficiency of education
2. Communication to communities
3. Prioritised teaching and learning
4. Strengthened urgent role of all players (entities, quality assurance agencies, unions, parents, partners)
5. Strengthened provincial and national mechanisms, including inter-governmental and interdepartmental mechanisms
6. National Education Policy Act- monitoring and evaluation norms and standards; this includes impact evaluation

These are accompanied by a set of non-negotiables listed by the Department of Basic Education as follows:

Item		Elements
1	LTSM	Norms and standards; retrieval; costs
2	Infrastructure	Water and sanitation; maintenance; furniture and desks
3	Districts	Support of schools; provincial district co-ordination; norms and standards for interaction, competency, communication, system for monitoring curriculum and teacher development
4	Teachers	Recruitment; Post Provisioning Norms; Placement; deployment and teacher development
5	ICT	Children into the 21 <sup>st</sup> Century
6	Kha ri Gude	Improved implementation, monitoring and evaluation
7	Library Services	Improve reading in all grades
8	Rural	Multi-grade, small and micro mergers and rationalisation. Scholar transport
9	Curriculum Pass Rates	Maths, Science and Technology (MST): participation and improvement
10	Partners and social mobilisation	Learner well-being, safety and reading in all grades

#### 4. The Provincial Development Plan (PDP)

The Provincial Development Plan is grounded in the NDP, but it is shaped by critical priorities specific to the Eastern Cape. The PDP asserts that a sustainable future for the Eastern Cape relies on five related goals:

1. An inclusive, equitable and growing economy for the province
2. An educated, innovative and empowered citizenry
3. A healthy population
4. Vibrant, equitably enabled communities
5. Capable agents across government and other institutional partners committed to the development of the province.

In respect of Goal 2: 'An educated, innovative and empowered citizenry', the PDP's objectives and strategic actions are:

##### 4.1. Access to quality ECD

A basic threshold will be guaranteed for children's health. At a minimum, the province will endeavour to provide nutritional support to all children and address the malnutrition and stunting that has affected many children from poor families. The education programme will be characterised by quality, culturally sensitive stimulation, play and early learning. The province will establish a structure to ensure that ECD is properly integrated and coordinated, so that contributions from various institutions are properly guided and managed.

##### 4.2. Quality basic education

High-quality basic education is based on strong foundations of literacy and numeracy during primary schooling, the use of mother-tongue languages across Grade R to 7, as well as quality and relevant teaching and learning materials. A critical part of this strategy is mobilising whole communities to support learning and school development. Strengthening secondary-level schooling is also important. This level should build seamlessly from primary school, underpinned by the development of quality high schools and targeted centres of excellence across the province including maths, science, agriculture and technology academies, centres of excellence for learners with learning disabilities and restoration of historic schools.

#### **4.3. Teacher development**

Relationships will be strengthened between teachers, the Department and higher education institutions. This will enable the participatory development of curricula for (pre- and in-service) teacher education and development; collaboration in teacher training and support between practitioners in schools and the various branches of the Department of Education, and lecturers and researchers in higher education institutions.

#### **4.4. Improved leadership, management and governance**

Effective leadership and management in schools, improved leadership and support for schools from the district and sub-district levels of the Department of Education, as well as accountable governance across all levels of the system.

#### **4.5. Infrastructure**

Adequate infrastructure is equitably provided and public school infrastructure is optimally used.

### **5. Education System Transformation Plan 2016 – 2018**

There have been numerous interventions implemented in the Department of Education over a period of time. These interventions will be augmented by the Education System Transformation Plan 2016 – 2018. This Plan deals with backlogs, while building the capacity of the Provincial Department to perform at a required level, thus preventing the creation of new backlogs and ensuring sustainability.

The key objective of this plan is to transform the entire education system with specific focus on 560 quintile 1 to 3 viable secondary schools. The strategy aims to maximise opportunities for learners of the Eastern Cape Province to achieve quality passes in the National Senior Certificate.

#### **The key outcomes of the Transformation Plan are:**

1. Increased number of functional schools
2. Rationalised and realigned small and unviable schools
3. Fully Capacitated and Functional Districts and Head Office
4. Social partners mobilised and rallied around the change agenda
5. Increased supply of appropriately trained educators
6. Adherence to national funding norms
7. Unqualified audit

## 1.1. Performance Delivery Environment

### Population Figures

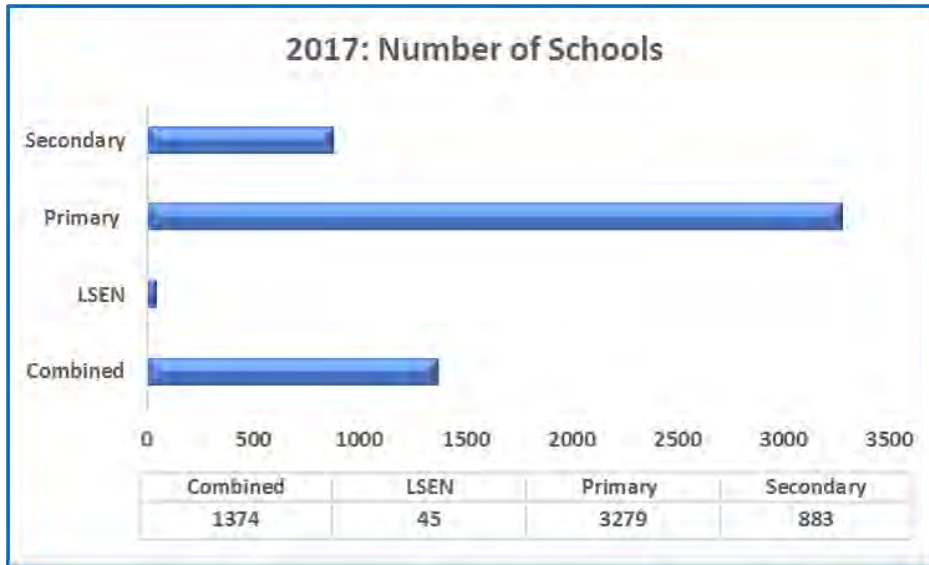
The population of South Africa increased to 54 million in 2015, with the Eastern Cape contributing 6.6 million or 12.4% of the South African population. In 2002 the Province's population was 6.3 million. Thus the Province's population increased by 11% over 12 years and just under 1% per annum.

### Population per annum

Year	Total population (Thousands)									
	WC	EC	NC	FS	KZN	NW	GP	MP	LP	RSA
2002	4 851	6 290	1 056	2 724	9 326	3 101	10 048	3 560	4 852	<b>45 809</b>
2003	4 951	6 316	1 066	2 725	9 420	3 141	10 273	3 610	4 907	<b>46 409</b>
2004	5 051	6 343	1 075	2 726	9 517	3 182	10 501	3 661	4 964	<b>47 020</b>
2005	5 153	6 371	1 085	2 728	9 616	3 223	10 731	3 711	5 022	<b>47 640</b>
2006	5 256	6 400	1 095	2 729	9 715	3 266	10 965	3 762	5 081	<b>48 270</b>
2007	5 360	6 431	1 105	2 732	9 816	3 310	11 202	3 814	5 141	<b>48 910</b>
2008	5 466	6 460	1 114	2 735	9 918	3 355	11 446	3 866	5 201	<b>49 561</b>
2009	5 573	6 491	1 124	2 737	10 023	3 401	11 694	3 917	5 262	<b>50 223</b>
2010	5 682	6 522	1 134	2 740	10 129	3 448	11 946	3 970	5 325	<b>50 896</b>
2011	5 792	6 554	1 143	2 744	10 237	3 497	12 202	4 022	5 388	<b>51 580</b>
2012	5 904	6 586	1 153	2 749	10 346	3 547	12 464	4 075	5 452	<b>52 275</b>
2013	6 017	6 620	1 163	2 753	10 457	3 598	12 728	4 128	5 518	<b>52 982</b>
2014	6 131	6 656	1 173	2 758	10 571	3 650	12 996	4 182	5 585	<b>53 701</b>
2015	6 246	6 693	1 182	2 763	10 688	3 703	13 268	4 236	5 654	<b>54 432</b>
2016	6 362	6 731	1 192	2 769	10 807	3 758	13 543	4 290	5 724	<b>55 176</b>

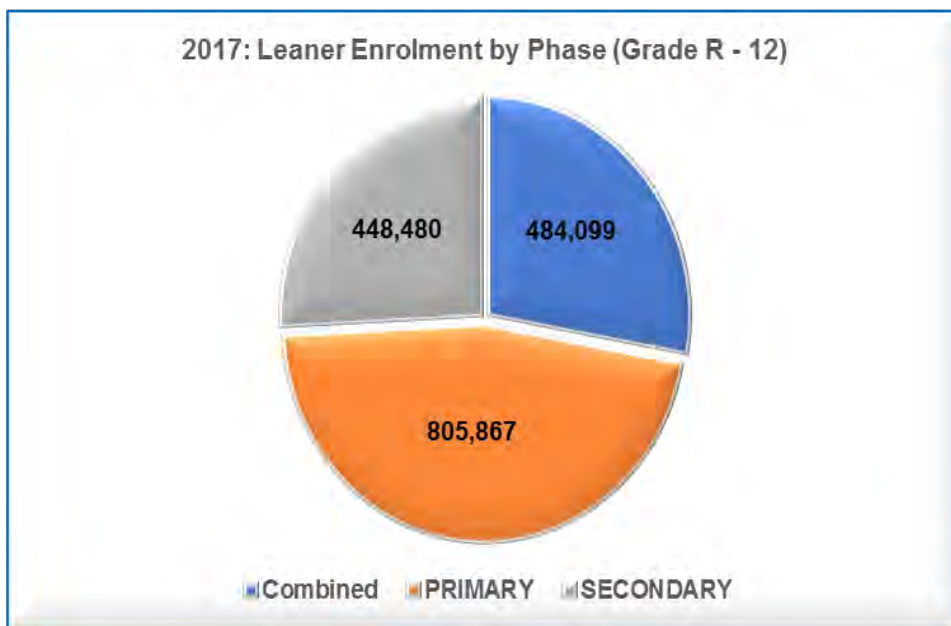
**Figure 1:** Population Increases per annum  
**Data Source:** General Household Survey (2016)

**Overview of Schools and Learners in the Province:**



**Figure 2** provides the number of schools in the Province during 2017. In 2017, the Province had 5 581 schools with 3 279 registered as Primary Schools, 883 registered as secondary schools, 1 374 combined schools and 45 LSEN schools.

**Figure 2:** 2017: Number of Schools  
**Data Source:** SA-SAMS  
Data as at 30 November 2017



**Figure 3** refers to the number of learners enrolled by phase for Grades R - 12 in 2017. The total learner enrolment for 2017 for Grades R - 12 was 1 738 446 (learner numbers reported is based on learners with verified identity documents), with 805 867 learners enrolled in Primary Schools, 484 099 enrolled in Combined Schools and 448 480 in Secondary Schools.

**Figure 3:** 2017: Learner Enrolment by Phase (Grade R – 12)  
**Data Source:** SA-SAMS  
Data as at 30 November 2017

## Quality of learning

Over the past 10 years, the Department of Education in the Eastern Cape Province has underperformed in many areas. This under-performance is most starkly represented by the outcomes of external assessments of learning.

All South African provincial departments of education participate in two externally set international assessments of children's learning, namely the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) study of Grade 4 language and the Trends in International Mathematics and Science Studies (TIMSS) conducted in Grade 5 and 9. In all of these studies the Eastern Cape learners performed the worst of all the Provinces in South Africa. Similarly, the Eastern Cape pass rate in the National Senior Certificate (NSC) has been the lowest in the country every year since the introduction of the NSC.

The results of internal assessment of learners across Grade 1 to 11 also show poor learning outcomes as can be seen in Graph 1. Of particular concern is the high repeater rates in Grades 1, 2, 3 and 10.

Learner repeater rates by Province:

Grade	EC	FS	GP	KZN	LP	MP	NC	NW	WC
1	19%	13%	13%	17%	13%	20%	19%	15%	15%
2	13%	9%	10%	10%	10%	14%	13%	11%	9%
3	10%	5%	8%	8%	9%	11%	11%	9%	5%

There are signs of improvement in internal and external learner assessment reports but the perception and reality is that too many learners in the Eastern Cape do not enjoy quality education.

One of the reasons for this is that the Department has paid too little attention to the early years of education. In order to strengthen the quality of Grade R, in 2016, the Department entered into an agreement with Takalani Sesame to train Grade R teachers to improve children's school readiness. In 2017, 900 Grade R teachers will be trained in a pilot project. The programme will be extended once the recommendations of the evaluation of the pilot project have been considered.

The Department also intends to provide a much-improved Grade 1 experience for all six-year old children. In 2016, 20% of Grade 1 learners were in classes of over 50 learners and many did not have sufficient readers to satisfy their natural enthusiasm and curiosity. The Grade 1 learning experience will be improved through reducing Grade 1 class sizes and through the provision of readers.

While provision of resources and teachers is important, teaching time in many schools is, for various reasons, compromised. Protection of teaching times is critical. Equally important is protection of all other resources provided to schools as well as school infrastructure.

In January 2016, the Department developed a three-year turnaround strategy to improve the results of the National Senior Certificate (NSC). In the first year of this plan the Department recorded an increase in the National Senior Certificate pass rate; and an increase in the number of learners achieving a Bachelors pass. In 2017, the National Senior certificate pass rate increased from 59% in 2016, to 65% in 2017. In 2018, the Department will build upon and refine plans of 2017 to ensure that Grade 12 learners are supported to pass the National Senior Certificate. Key to this strategy will be the expectation that all schools set targets for improvement; all subject advisers set subject improvement targets; all School Based Assessment is accurate and submitted on time; and that teachers provide 200 days of dedicated tuition and assessment.

**Audit Outcomes:** Over the past three years the ECDOE has achieved the following audit outcomes:

### Financial Audit Outcome

Financial Audit Outcome		
2016/17	2015/16	2014/15
Qualified	Qualified	Qualified

Although the audit outcome of 2016/17 remained unchanged, there was a reduction in the number of qualification areas. Through the implementation of the approved improvement plans for 2017/18 onwards, the Department will continue to strive to receive an unqualified audit opinion.

### Audit of Predetermined Objectives

Non-financial performance information is essential to focus the attention of the public and its oversight structures on whether the Department is achieving the intended contribution to the Province and the country. By comparing the Department's institutional performance against its planned performance for the year, allows for corrective action to be taken where necessary. Thereby facilitating effective accountability by enabling Legislators, members of the public and other interested parties to track the Department's progress and to better understand the Department's mandate

Reporting on Predetermined Performance Objectives indicates how well the Department is performing against its strategic objectives. Programme Performance Measures are used to track and measure performance in relation to its Strategic Objectives.

Two audit criteria are utilised to determine the audit outcome, namely, the usefulness and the reliability of information. The usefulness of information refers to the consistency, measurability and relevance of the performance information and reliability of information refers to the validity, accuracy and completeness of the performance information reported in the annual report.

The table below summarises the Department's audit outcome for Predetermined Objectives from 2014/15 to 2016/17:

Objective	Audit Criteria					
	Usefulness			Reliability		
	2016/17	2015/16	2014/15	2016/17	2015/16	2014/15
Programme 2: Public Ordinary School Education	Unqualified	Unqualified	Adverse	Adverse	Qualified	Disclaimer
Programme 5: Early Childhood Development	Unqualified	Unqualified	Not Audited	Unqualified	Unqualified	Not Audited
Programme 6: Infrastructure Development	Unqualified	Unqualified	Not Audited	Unqualified	Unqualified	Not Audited
Programme 7: Examination and Education Related Services	Unqualified	Unqualified	Not Audited	Unqualified	Unqualified	Not Audited

The audit of non-financial performance information was relatively new in 2014/15. The Department achieved an adverse audit opinion for 2014/15. During the 2015/16 financial year, the scope of the audit was increased to include Programmes 5, 6 and 7. The Department received an unqualified audit opinion for the usefulness of the information reported, a qualification for the reliability of the information reported for Programme 2 and an unqualified audit opinion for the reliability of information reported for Programmes 5, 6 and 7. This shows progress from the audit outcomes of 2014/15.

During the 2016/17 financial year, the scope of the performance audit remained unchanged. The Department received an unqualified audit opinion for the usefulness of the information reported for Programmes 2, 5, 6 and 7 and an adverse opinion for the reliability of information reported for Programme 2 and an unqualified audit opinion for the reliability of information for Programmes 5,6 and 7. Stronger controls have implemented to improve the audit opinion received for reliability of information reported for Programme 2.

**Service delivery:** Recent oversight visits and court judgements have reported poor service delivery with many schools not receiving adequate teachers, books and furniture on time. In addition, many learners and teachers operate in less than optimal learning environments. Dedicated projects aim to ensure improved infrastructure and timeous delivery of furniture and Learner Teacher Supply Material (LTSM) to schools.



Basic computer systems, are outdated and unreliable which adversely affects work performance. There are current initiatives to compile a comprehensive list of Information Technology (IT) needs and then to develop a plan to resource offices. This is also dependent on freeing up resources through increased efficiencies in various areas (learner number accuracy, rationalisation of schools).

There has been 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 improvement in the governance structures of the Department including the restoration of decision-making and decision management in the Department as well as improved communication. Head office and district governance structures relating to the work of each branch and internal administrative oversight structures for service delivery such as Learner Teacher Support Material, HR, Labour Relations, and Infrastructure have also been put in place. The Department will pay particular attention to productivity, communications, customer care and work culture.

**Learner Performance**

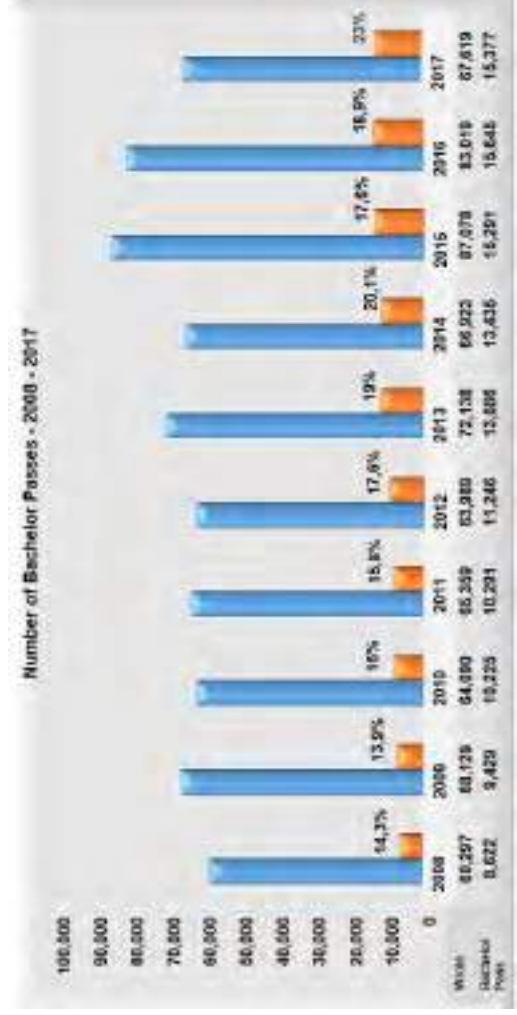


**Figure 8 (a):** Grade 12 Performance from 2008 to 2017

Grade 12 Performance					
Year	Wrote	Passed	% Pass	Number of Bachelor Passes	% Bachelor Passes
2008	60 297	30 494	50,6%	8 622	14,3%
2009	68 129	34 731	51,0%	9 429	13,9%
2010	64 090	37 364	58,3%	10 225	16%
2011	65 359	37 997	58,1%	10 291	15,8%
2012	63 989	39 443	61,6%	11 246	17,6%
2013	72 138	46 840	64,9%	13 686	19%
2014	66 923	43 776	65,4%	13 435	20,1%
2015	87 078	49 476	56,8%	15 291	17,6%
2016	83 019	49 215	59,3%	15 645	18,9%
2017	67 619	43 965	65%	15 377	23%

**Figure 8 (b):** Grade 12 Performance from 2008 to 2017 including Bachelor passes  
Data Source: SA-SAMS

**Figure 8 (a) and Figure 8 (b)** shows the Grade 12 Performance from 2008 to 2017. The lowest recorded Grade 12 Performance was in 2008. A steady improvement is evident for 2016 and 2017.



**Figure 8 (c)** outlines the number of Bachelor Passes from 2008 – 2017. In 2008, 8 622 (14,3%) achieved a Bachelor pass compared to 15 377 learners (23%) who achieved Bachelor's passes in 2017.  
Data Source: SA-SAMS

The main challenges facing the ECDOE are:

1. A large number of dysfunctional schools
2. A large number of small and unviable schools
3. Poorly capacitated districts resulting in non-compliance and centralisation of operational activities to Head Office
4. High vacancy rates in critical SMS and MMS positions at Head Office
5. A shortage of appropriately qualified and skilled educators in certain phases, subjects and locations (Mathematics, Science, Technology, Afrikaans, Foundation phase educators)
6. Negative audit outcomes
7. Disciplinary cases, leave management and records management
8. Credibility of information in departmental systems.
9. Poor monitoring
10. ICT infrastructure (outdated and non-existent)

## **1.2. Organisational Environment**

Over the past ten years there have been a number of interventions aimed at improving the organisation of education in the Eastern Cape. Analysis of these interventions suggests that the existing Service Delivery Model (SDM) does not support the effective functioning of the Department. The following problems have been identified as having the greatest impact on effective departmental functioning:

1. A large number of dysfunctional schools;
2. A large number of small and unviable schools resulting in inadequate provisioning of resources;
3. Many poorly capacitated districts resulting in non-compliance and centralisation of functions;
4. Inefficient management of vacancies inter alia: overall vacancy rate 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.
5. A shortage of appropriately qualified and skilled educators in certain phases, subjects and locations.

The Department's revised Service Delivery Model (SDM) was approved in 2016. The implementation of the new SDM in 2018 will focus on the re-structuring of Head Office; the determination of the appropriate number of District Offices; the alignment of functions between the Head Office and Districts; and large-scale rationalisation of schools.

### **Head Office restructuring**

The Head Office structure will be finalised in 2018 and will give prominence to institutional operations and curriculum delivery. Through the new structure the Department hopes to maximize the administrative, management and curriculum delivery capabilities of schools.

Urgent attention will be given to the filling of all vacant posts at Head Office.

### **Rationalised District Offices**

In the previous SDM there were 23 districts responsible for Corporate Services and Teaching and Learning activities. Each District office had varying levels of skills, facilities and infrastructure. There were also multiple reporting lines for the district offices. Some of the offices are geographically remote. Under such circumstances it was difficult to provide quality support to schools. This will be dealt with through the development and implementation of the revised SDM.

The 23 Districts were reduced to 12 in 2017 and are aligned with Municipal boundaries to enhance intergovernmental relations and joint government programmes.

A key focus of the SDM will be the strengthening of corporate capabilities and delegation to the districts of key management functions.

## **Physical Circuits**

The new SDM places great emphasis on school functionality. As a consequence, the Department will establish 150 Circuit Offices. The appointment of new Circuit Managers will be closely monitored through a stringent selection process.

## **School rationalisation**

The rationalisation of the current 5 500 schools in the Eastern Cape is one of the most urgent and critical elements of the new SDM. Provisioning of quality education is the main rationale for rationalization of small and unviable schools. The second objective is improved financial efficiency and re-distribution of resources to where they are most needed.

In 2016 a total of 2 077 schools in the Province were categorised as small and unviable, and on the 3rd March 2016 the Department issued notices of intent to rationalise the following categories of schools:

- 290 primary schools qualifying for 1 post
- 491 primary schools qualifying for 2 posts
- 578 primary schools qualifying for 3 posts
- 585 primary schools qualifying for 4 posts
- 132 secondary schools qualifying for 5 to 8 posts

The process of rationalisation of schools is complex therefore the rationalisation process will be informed by a provincial education plan, based on needs assessment and emerging trends. Infrastructure revitalisation and development will be aligned to the rationalisation process. The focus will be on building a number of large, viable schools with hostels in rural areas, revitalisation of township schools and building day schools in new urban settlements thus decreasing the need to transport learners.

Small and unviable schools with buildings made of unsuitable materials or mud structures, that have no potential for growth, will not be rebuilt. These schools will be provided with temporary structures including ablution facilities during the process of rationalization.

## **2. Revisions to legislative and other mandates**

The Department intends to undertake the following legislative and policy processes in the current planning cycle:

### **Acts**

The Basic Education Laws Amendment Act, 15 of 2011, was enacted on 19 September 2011. The purpose of the Act is to accommodate aspects of the creation of the Department of Basic Education and related matters. It amends the National Education Policy Act (NEPA) and the South African Schools Act (SASA); the Employment of Educators Act (Act No. 76 of 1998); the South African Council for Educators Act (Act No. 31 of 2000) and the General and Further Education and Training Quality Assurance Act (Act No. 58 of 2001). The Act now provides for various types of special schools, additional functions of school principals and training of governing bodies by a recognised governing body association.

On 1 April 2010, further amendments to the Children's Act (Act No. 38 of 2005) came into effect. In terms of Section 196 (3) of the Children's Act, those schools of industry and reform schools, which were the responsibility of a Provincial Department of Education, became the responsibility of the Provincial Department of Social Development, within two years of the commencement of the relevant chapter in the Act. This implied that schools of industry and reform schools in South Africa be transferred to the Department of Social Development by the end of March 2012.

There are no significant changes to the legislative and other mandates.

## **Regulations**

The Department of Basic Education amended the National Norms and Standards for School Funding from 1 April 2011. The amendments deal with the provision of operational funds to no-fee schools (Paragraph 138A) and with compensation for fee exemptions for fee-paying schools (Paragraph 170A). A later amendment allows for the Grade 3 and Grade 6 Annual National Assessments in public schools, to be used to measure learner achievement in those independent schools which are eligible for subsidy, as of 2012.

The National Norms and Standards for Grade R funding (January 2008) emphasise the need for capacity building and delineate a clear service delivery framework within which schools must operate. The Eastern Cape Department of Education will develop regulations to govern the registration and the deregistration of Grade R sites

The ECDoE will develop regulations:

- for the re-alignment and rationalisation of schools
- for sound management of school resources
- to improve school governance
- to improve the management and administration of learner admission processes.

## **Policies and circulars**

The National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment was promulgated on the 11 June 2010 (Vol. 540, No. 33283). Overall, the aim of the policy is to regulate and formalise the provision of school infrastructure and to provide guidelines that aim at an equitable provision of an enabling physical teaching and learning environment for all learners in South Africa. It indicates clear roles and responsibilities of all role players and clarifies accountability in the provision of school infrastructure.

In 2009, the National Minimum Uniform Norms and Standards for School Infrastructure was developed and implemented. The National Minimum Uniform Norms and Standards for School Infrastructure provides the requirements for School Infrastructure.

In 2010/11, Infrastructure Plans were developed in terms of the regulations of The Government Immovable Asset Management Act (GIAMA) (Act No 19 of 2007). The Infrastructure Plan used previously in terms of stipulations of National Treasury is replaced by the User Asset Management Plan (U-AMP), as stipulated by the National Department of Public Works.

The Policy on Learner Attendance was implemented at all public schools from 1 January 2011. The purpose of this policy is to (a) promote punctual and regular attendance at public schools; and (b) provide public schools and provincial education departments with standard procedures for recording, managing and monitoring learner attendance.

The National Curriculum Statement has been refined and repackaged into the Curriculum and Assessment Policy Statements (CAPS). The CAPS specify for each subject the teaching time, content, skills, Learning and Teaching Support Materials (LTSM) needed and the assessment weightings and prescriptions. They have the benefit of containing all requirements in one document. The CAPS was implemented in the Foundation Phase and Grade 10 in 2012, Intermediate Phase and Grade 11 in 2013, and Senior Phase and Grade 12 in 2014.

These documents are constantly interrogated and updated and remain important documents for our key strategies to improve learning outcomes.

### 3. Overview of 2018/19 Budget and MTEF Estimates

#### 3.1. Expenditure Estimates by Programme

R thousand	Outcome			2017/18			Medium Term Estimates			% change from 2017/18
	Outcome 2014/15	2015/16	2016/17	Main Appropriation	Adjusted appropriation	Revised Estimate	2018/19	2019/20	2020/21	
1. Administration	2 192 119	2 244 624	2 608 524	3 133 145	3 039 421	2 830 212	3 012 024	3 146 502	3 536 632	6.4
2. Public Ordinary School Education	22 323 628	23 090 763	25 012 249	26 221 081	26 289 869	26 829 214	28 057 586	29 922 326	31 734 335	4.6
3. Independent School Subsidies	110 314	115 586	119 985	123 042	123 042	122 599	131 009	138 345	145 954	6.9
4. Public Special Schools Education	525 386	596 817	643 705	736 017	745 942	743 562	805 812	861 565	909 847	8.4
5. Early Childhood Development	389 660	460 484	449 985	639 630	639 630	626 226	785 500	834 013	881 056	25.4
6. Infrastructure Development	1 100 072	1 448 205	1 629 640	1 636 750	1 658 750	1 672 194	1 489 828	1 394 253	1 547 060	(10.9)
7. Examination and Education Related Services	316 647	469 447	502 863	499 389	524 389	520 636	490 367	513 479	572 164	(5.8)
<b>Total Payments and estimates</b>	<b>26 957 826</b>	<b>28 425 926</b>	<b>30 966 951</b>	<b>32 989 055</b>	<b>33 021 044</b>	<b>33 344 643</b>	<b>34 772 126</b>	<b>36 810 483</b>	<b>39 327 048</b>	<b>4.3</b>

The table above reflects the Departmental payments and estimates per programme. The Department's expenditure increased from R26 957 billion in 2014/15 to R33 344 billion in 2017/18 mainly due to the restoration of the top-sliced baselines to address cost pressures in Compensation of Employees in Programme 2: Public Ordinary Schools. Increases are evident in all programmes except Infrastructure Development and Examination and Educated Related Services, which shows a budget decline of 10.9 per cent and 5.8 per cent respectively from the 2017/18 revised estimates due to the reduction in Education Infrastructure Grant (EIG) and non-continuation of the augmented budget for Examinations during adjustment estimates.

**3.2. Expenditure Estimates by Economic Classification**

R thousand	Outcome			2017/18			Medium Term Estimates			% change from 2017/18
	2014/15	2015/16	2016/17	Main Appropriation	Adjusted appropriation	Revised Estimate	2018/19	2019/20	2020/21	
<b>Current Payments</b>	<b>23 691 128</b>	<b>24 775 868</b>	<b>26 640 766</b>	<b>28 905 550</b>	<b>28 807 863</b>	<b>29 030 383</b>	<b>30 904 903</b>	<b>32 968 312</b>	<b>34 937 260</b>	<b>6.5</b>
Compensation of Employees	22 102 613	22 632 238	23 871 773	26 137 084	25 894 880	25 964 676	27 724 078	29 597 906	31 459 292	6.8
Goods and Services	1 587 717	2 143 630	2 765 867	2 768 466	2 912 983	3 065 707	3 180 825	3 370 406	3 477 968	3.8
Interest and rent on land	798	-	3 126	-	-	-	-	-	-	-
<b>Transfers and subsidies to:</b>	<b>2 223 669</b>	<b>2 574 922</b>	<b>2 561 550</b>	<b>2 442 618</b>	<b>2 451 782</b>	<b>2 601 286</b>	<b>2 549 158</b>	<b>2 641 137</b>	<b>2 857 821</b>	<b>(2.0)</b>
Provinces and municipalities	-	-	-	-	-	-	-	-	-	-
Departmental agencies and accounts	13 416	92 315	59 662	64 052	64 052	64 052	67 767	71 562	75 498	5.8
Higher Education Institutions	-	-	-	-	-	90	-	-	-	(100)
For Education Infrastructure	-	-	-	-	-	-	-	-	-	-
Grant to Governments and International organisations	-	-	-	-	-	-	-	-	-	-
Public Corporations and Private Enterprises	-	-	-	-	-	-	-	-	-	-
Non Profit Institutions	1 909 665	2 218 634	2 257 635	2 111 990	2 121 153	2 302 312	2 254 738	2 356 448	2 506 537	(2.1)
Households	300 588	263 973	244 253	266 576	266 576	234 832	226 653	213 127	275 786	(3.5)
<b>Payments for Capital assets</b>	<b>1 043 029</b>	<b>1 015 716</b>	<b>1 764 635</b>	<b>1 640 886</b>	<b>1 761 399</b>	<b>1 712 974</b>	<b>1 318 065</b>	<b>1 201 034</b>	<b>1 531 967</b>	<b>(23.1)</b>
Buildings and other fixed Structures	977 867	969 945	1 473 297	1 492 694	1 524 354	1 479 346	1 235 179	1 071 392	1 355 628	(16.5)
Machinery and Equipment	64 689	45 771	290 926	147 098	227 610	216 641	81 444	128 119	174 732	(62.4)
Heritage Assets	-	-	-	-	-	-	-	-	-	-
Specialised Military Assets	-	-	-	-	-	-	-	-	-	-
Biological Assets	-	-	-	-	-	-	-	-	-	-
Land and sub soil assets	-	-	-	-	-	-	-	-	-	-
Software and other intangible assets	473	-	412	1 094	9 435	16 987	1 442	1 523	1 607	(91.5)
<b>Payments for financial assets</b>	<b>-</b>	<b>59 420</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Payments and estimates</b>	<b>26 957 826</b>	<b>28 425 926</b>	<b>30 966 951</b>	<b>32 989 055</b>	<b>33 021 044</b>	<b>33 344 643</b>	<b>34 772 126</b>	<b>36 810 483</b>	<b>39 327 048</b>	<b>4.3</b>

Compensation of Employees (CoE) increased from R22 103 billion in 2014/15 to R25 964 billion in 2017/18. In 2018/19, the budget increases by 6.8 per cent to commensurate inflationary adjustments. Goods and Services increased from R1 587 billion in 2014/15 to a revised estimate of R3 065 billion in 2017/18. In 2018/19, the budget increases by 3.8 per cent partly due to the baseline reduction to fund National priorities, adherence to cost containment measures whilst protecting core mandates and Education Sector Non-Negotiables namely, LTSM, Norms and Standards, School Furniture, Teacher Development, Curriculum Pass Rate, Early Childhood Development, E-Learning, Infrastructure, Rural Development and Social Mobilisation and Partnerships.

Transfers and Subsidies increased from R2 223 billion in 2014/15 to a revised estimate of R2 601 billion in 2017/18. In 2018/19, the budget decreases by 2 per cent to R2 549 billion largely due to a decrease in learner numbers emanating from a verification of learners at school who were required to produce Identity Document (ID) numbers and the centralisation of identified LTSM and Property Payment functions under Goods and services Payments for Capital Assets increased from R1 043 billion in 2014/15 to a revised estimate of R1 712 billion in 2017/18. In 2018/19, the budget shows a decline of 23.1 per cent to R1 318 billion due to a decline in the Conditional Grant allocation for infrastructure (Education Infrastructure Grant).



## **PART B: PROGRAMME AND SUB PROGRAMME PLANS**

### **4.1. Programme 1: Administration**

#### **Purpose**

To provide overall management of, and support to, the education system in accordance with the National Education Policy Act, the Public Finance Management Act and other relevant policies.

#### **Analysis per programme**

The objective of the programme is to provide good governance, financial management and assurance services. The management of the programme includes public funded goods, services and resources, in particular educators, non-educators and office items, utilised for governance, management, research and administration, in the provincial head office, districts and circuit offices.

#### **Key Priorities**

The following are key priorities to improve governance, accountability and compliance and will support quality learning and teaching:

- Implementation of the approved Service Delivery Model (SDM) and finalisation and population of the Organogram to support the SDM
- Appointment to key strategic administration posts
- Strengthen the Internal Audit, Internal Control and Risk Management Units
- Review and formulate appropriate responses to internal and external findings
- Improve governance, accountability and compliance by strengthening efficiency in general management and development (including executive support services) that will support quality learning and teaching
- Strengthen Finance, Supply Chain and Human Resources operations
- Strengthen employer-employee relations and relationships with all stakeholders
- Support to District Offices through:
  - the development of an electronic reporting system that manages the data from visits to schools conducted by district officials
  - the provision of infrastructure in the form of office space for newly established cluster district offices, circuit management centres and circuit offices
  - strengthening monthly finance accountability sessions at all levels
  - election and training of school governing bodies
  - approval of the District Service Delivery Models
  - training and support to circuit managers and subject advisors

### **Key Achievements from the previous year**

- Schools received their post allocations for 2017 by September 2016
- 99% of the submitted databases submitted by schools were uploaded to LURITS
- Introduction of a web based dashboard (Data Driven Districts – DDD) was developed and implemented - 97% of schools loaded term 2 data directly to the Data Driven Districts system (electronic monitoring system)
- A school administration application which is a reporting tool for all principals was loaded on all principals' laptops to report on school nutrition
- Districts were rationalised from 23 to 12 in line with municipal boundaries. The reduction in Districts allows for a more focused support service to be provided to schools
- Appointment of 33 Circuit Managers to provide support to schools - within the National norms and standards of 1:25
- Appointment of 100 subject advisors to provide support to educators
- Service Delivery Model and Organogram developed and is in the final stage
- Training of SGBs, principals and teachers took place
- Re-prioritised the budget to acquire subsidised motor vehicles for field workers and this was done to strengthen the monitoring and support of circuits and schools
- Provided District Offices with the tools of trade (laptops with 3G cards and phones)
- In order to support the audit process, audit controllers were appointed in all branches and relevant Chief Directorates
- The Internal Control Unit was strengthened by appointing an Acting Chief Director
- Capacitation of the internal audit function – the Chief Audit Executive position was advertised and the process is at the interview phase
- New Audit Committee Members interviewed and inducted.
- Developed and adopted a strategic risk register and operational risk register to assist in mitigating the identified high risk areas

**Challenges/Risks with regard to implementation and Measures to address Risks/Challenges**

Description of the risk	Measures to mitigate its effects
The developed Service Delivery Model is not approved	<ul style="list-style-type: none"> <li>Approve the Service Delivery Model</li> </ul>
Not all Districts may be ready for the implementation of the new Service Delivery Model (SDM)	<ul style="list-style-type: none"> <li>Approve the District Service Delivery Model</li> <li>Make provision in the infrastructure plan to accommodate the District Offices, Circuit Management Centres and Circuit Offices</li> </ul>
Negative MPAT Findings on support services and overall organisational management	<ul style="list-style-type: none"> <li>Development of MPAT improvement plans and continuous reporting of progress made on MPAT findings to improve support services and overall organisational management</li> </ul>
Negative Audit Outcomes	<ul style="list-style-type: none"> <li>Reduction of qualifications by strengthening the control environment and leadership and oversight</li> <li>Improve governance</li> <li>Strengthen Technical Support</li> <li>Fill key posts in Finance, Contract and Asset Management</li> </ul>
Risk Management and Fraud Prevention system not fully implemented	<ul style="list-style-type: none"> <li>Improve the current structures and functions within risk management and upscale the implementation of risk management across the Department</li> </ul>
Aging personnel in the system	<ul style="list-style-type: none"> <li>Recruit unemployed graduates in post level 1 educator positions</li> </ul>

## Dependencies

- Office of the MEC
- Office of the Superintendent-General
- Chief Director Institutional Management Development and Governance
- Cluster Chief Directors and District Directors
- Chief Director: Human Resources Management & Development
- Chief Director: Strategic Management Monitoring & Evaluation
- Chief Financial Officer

## Sub-programmes

Sub-Programme	Sub-Programme purpose
<b>1.1 Office of the MEC</b>	To provide for the functioning of the office of the Member of the Executive Council (MEC) for education
<b>1.2 Corporate Services</b>	To provide management services that are not education specific for the education system and to make limited provision for, and maintenance of accommodation
<b>1.3 Education Management</b>	To provide education management services for the education system
<b>1.4 Human Resource Development</b>	To provide human resource development for office-based staff
<b>1.5 Education Management Information System (EMIS)</b>	To provide education management information in accordance with the National Education Information Policy

#### 4.1.1. Strategic Objective Annual Targets for 2018/19

Strategic objective	Audited/Actual Performance		Estimated Performance	Medium-term targets		
	2015/16	2016/17		2018/19	2019/20	2020/21
<b>SO 6.2</b> To improve the quality of monitoring and support provided to schools by the Department	20%*	18.1%*	20%*	20%*	20%*	
	100%**	97%**	96%**	100%**	100%**	
	N/A	N/A	66%***	70%***	80%***	
	5 207****	5 367****	4 006****	5 320****	5 200****	
	5 534^	5 242^	4 006^	5 320^	5 200^	
	N/A	N/A	91%^	91%^	92%	
	N/A	N/A	(a) 5%^^^	(a) 5%^^^	(a) 5%^^^	
	N/A	N/A	(b) 10%^^^	(b) 10%^^^	(b) 10%^^^	
<b>SO 6.3</b> To improve systems for effective management and administration of schools						

The Strategic Objectives outlined in the table above is linked to more than one target, as they are crafted to measure more than one performance area. The Strategic Objectives are linked to:

- \* Planned targets for the percentage of education expenditure going towards non-personnel items
- \*\* Planned targets for the percentage of schools visited at least twice a year by District officials for monitoring and support purposes
- \*\*\* Planned targets for the percentage of school principals rating the support services of Districts as being satisfactory
- \*\*\*\* Planned targets for Number of Public Schools that use the South African Schools Administration and Management Systems (SA-SAMS) to electronically provide data
- ^ Planned targets for the number of public schools that can be contacted electronically (email)
- ^^ Planned targets for the percentage of 7 to 15 year olds attending education institutions
- ^^^ Planned targets for the percentage of learners having access to (a) Connectivity (other than broadband) and; (b) Broadband

#### 4.1.2. Programme Performance Measures and Annual Targets for 2018/19

Programme Performance Measures for Programme 1		Actual Performance 2016/17	Estimated Performance 2017/18	2018/19 Target	2019/20 Estimated	2020/21 Estimated
<b>PPM 101</b>	Number of Public Schools that use the South African Schools Administration and Management Systems (SA-SAMS) to electronically provide data	5 367	4 006	5 320	5 240	5 200
<b>PPM 102</b>	Number of public schools that can be contacted electronically (email)	5 242	4 006	5 320	5 240	5 200
<b>PPM 103</b>	Percentage of education expenditure going towards non-personnel items	18.1%	20%	20%	20%	20%
<b>PPM 104</b>	Percentage of schools visited at least twice a year by District officials for monitoring and support purposes	97%	96%	100%	100%	100%
<b>Non-Standardised Programme Performance Measures (PPM)</b>						
<b>PPM 105</b>	Percentage of 7 to 15 year olds attending education institutions	N/A	91%	91%	92%	92%
<b>PPM 106</b>	Percentage of learners having access to (a) Connectivity (other than broadband) and; (b) Broadband	N/A	(a) 5%	(a) 5%	(a) 5%	(a) 5%
		N/A	(b) 10%	(b) 10%	(b) 10%	(b) 10%
<b>PPM 107</b>	The percentage of school principals rating the support services of Districts as being satisfactory	N/A	66%	70%	77%	80%

#### 4.1.3. Quarterly Targets for 2018/19

Programme Performance Measures		Reporting period	Annual target 2018/19	2018/19 Quarterly targets			
				1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>PPM 101</b>	Number of Public Schools that use the South African Schools Administration and Management Systems (SA-SAMS) to electronically provide data	Quarterly	5 320	5 320	5 320	5 320	5 320
<b>PPM 102</b>	Number of public schools that can be contacted electronically (email)	Quarterly	5 320	5 320	5 320	5 320	5 320
<b>PPM 103</b>	Percentage of education expenditure going towards non-personnel items	Annually	20%	-	-	-	20%
<b>PPM 104</b>	Percentage of schools visited at least twice a year by District officials for monitoring and support purposes	Quarterly	100%	100%	100%	100%	100%
<b>Non-standardised Programme Performance Measures</b>							
<b>PPM 105</b>	Percentage of 7 to 15 year olds attending education institutions	Annual	91%	-	-	-	91%
<b>PPM 106</b>	Percentage of learners having access to (a) Connectivity (other than broadband) and; (b) Broadband	Quarterly	(a) 5%	(a) 5%	(a) 5%	(a) 5%	(a) 5%
			(b) 10%	(b) 10%	(b) 10%	(b) 10%	(b) 10%
<b>PPM 107</b>	The percentage of school principals rating the support services of Districts as being satisfactory	Annual	70%	-	-	-	70%

#### 4.1.4. Reconciling performance targets with the budget and MTEF

Programme 1: Administration – Key trends						
Payments	2016/17 Actual	2017/18 Estimated	2018/19 Estimated	2019/20 Estimated	2020/21 Estimated	
<b>Payments by Sub-Programmes (R'000)</b>						
1. Office of the MEC	9 288	31 423	15 434	24 746	26 107	
2. Corporate Services	1 387 058	1 454 250	1 569 356	1 642 493	1 878 800	
3. Education Management	1 159 061	1 254 415	1 353 566	1 398 271	1 541 626	
4. Human Resource Development	12 756	30 290	19 456	20 546	21 676	
5. Education Management Information Systems (EMIS)	40 361	59 834	54 212	68 368	82 679	
<b>Total</b>	<b>2 608 524</b>	<b>2 830 212</b>	<b>3 012 024</b>	<b>3 146 502</b>	<b>3 536 632</b>	
<b>Payments By Economic Classification (R'000)</b>						
<b>Current payment</b>	<b>2 522 465</b>	<b>2 654 016</b>	2 913 229	3 029 503	3 384 809	
Compensation of Employees	1 902 593	2 075 127	2 353 062	2 445 539	2 763 140	
Goods and Services	616 746	578 889	560 167	583 964	621 669	
Interest on Land	3 126	-	-	-	-	
<b>Transfers and subsidies</b>	<b>38 679</b>	<b>45 956</b>	<b>93 520</b>	<b>35 396</b>	<b>37 342</b>	
Departmental Agencies and accounts	-	-	-	-	-	
Higher Education Institutions	-	90	-	-	-	
Non-profit institutions	116	21	0	-	-	
Households	38 563	45 845	49 992	25 974	23 086	
<b>Payments for Capital Assets</b>	<b>47 380</b>	<b>130 240</b>	<b>48 803</b>	<b>91 025</b>	<b>128 737</b>	
Buildings and other fixed structures	-	-	-	-	-	
Machinery and equipment	46 968	113 585	47 712	89 874	127 522	
Software and other intangible assets	412	16 655	1 091	1 151	1 215	
<b>Payments for financial assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Total Economic Classification</b>	<b>2 608 524</b>	<b>2 830 212</b>	<b>3 012 024</b>	<b>3 146 502</b>	<b>3 536 632</b>	



## **Performance and Expenditure Trends**

The budget grows by 6.4 per cent in 2018/19 to cater for inflationary adjustments. Compensation of Employees grew from R1.826 billion in 2014/15 to R2.075 billion in 2017/18. The budget further shows a significant growth of 13.4 per cent to R2.353 billion mainly for provision for the Improvement in Conditions of Service, implementation of the new SDM in line with the proposed new organogram. Goods and Services grew from R311.692 million in 2014/15 to R578.889 million revised estimate in 2017/18. In 2018/19, the budget declines by 3.2 per cent to R560.167 million due to budget cuts and the implementation of austerity measures which saw on non-essential items including the reduction of consultants. The budget increases at an acceptable rate over the MTEF. Transfers and Subsidies grew from R18.903 million in 2014/15 to R45.956 million in 2017/18 revised estimate. In 2018/19, the budget increases by 8.8 per cent to R49.992 million due to provision made for a number of aged officials expected to exit the system. Payments for Capital Assets grew from R34.390 million in 2014/15 to R130.240 million in 2017/18 revised estimate. The budget decreased significantly by 62.5 per cent in 2018/19 to R48.803 million due to reprioritised funding to Goods and Services for external computer services, and other communication resources such as 3G cards to Education Development Officers (EDO)s and Senior Management Staff members. The department will continue putting focus on the implementation of SASAMS to ensure proper learner tracking and credible data. Further deliveries include the renewal of Microsoft licensing and replacement of obsolete computers for both Head Office and district offices as well as appointment of personnel mainly for the new centres.

## **4.2. Programme 2: Public Ordinary School Education**

### **Purpose**

To provide quality basic education to all learners in Grades R to 12 enrolled in Public Ordinary Schools, in accordance with the South African Schools Act and the White Paper 6 on inclusive education.

### **Analysis per programme**

This programme is responsible for the provisioning of quality public Basic Education for Grades 1 to 12 through ensuring the following objectives:

- Funding of schools and No Fee Schools at the required norms and standards
- Improving the learner: textbook access ratio for every learning area/subject
- Provisioning of school furniture and other teaching and learning requisites
- Monitoring and evaluation of public school programmes and interventions to ensure maximum impact
- Enhance the learning capacity of learners through the provisioning of a nutritious meal to eligible learners on all school days through the National School Nutrition Programme
- Improving competency levels and capacity of school principals and senior management teams to ensure functional teams
- Developing the professional capacity of teachers and instill a culture of accountability
- Expanding inclusive education opportunities to support learners experiencing barriers to learning
- Enhance the governance capacity of public schools and the creation of a conducive teaching and learning environment
- Managing the schooling landscape of the Province and aligning all small and unviable schools

### **Full-Service Schools:**

- Continue to provide to the thirty identified Full Service Schools to meet the needs of learners who require moderate levels of support by providing in the support package as it relates to the training of educators, assistive devices, curriculum differentiation and once of financial support
- Registration of high level support programmes, as a long-term intervention strategy, at Full Service Schools, to meet the educational needs of learners with high support needs placed at Full Service Schools
- Plan a budget for the allocations of the four levels of support package of these programmes as it relates to personnel allocations, three stream curriculum provisioning, assistive devices and training of personnel;
- Define the high support programmes in relation to specific domains of specialization at Full Service Schools;
- Identify additional 30 Full Service Schools to meet the demands of moderate level support programmes within the Province;
- Extension of the CAPS curriculum at specific Full Service Schools, with high level support programmes, to the Adaptive Occupational Curriculum
- Track the placement of learners on low, moderate and high levels of support at Full Service Schools;
- Monitor the linkage of Special Schools to Full Service Schools;
- Upgrade the infrastructure of Full Service Schools;
- Ensure that each learner placed at a Full Service School has an Individual Support Plan that addresses his educational needs;
- Training of teachers assistants on skills based subject support.

## Key Priorities

- Training of newly elected School Governing Bodies
- Improving the quality of teaching and learning through the supply, development and effective utilisation of teachers.
- The provisioning of adequate, quality infrastructure in order to provide a conducive environment for teaching and learning.
- The adequate supply of Learning and Teaching Support Materials (LTSM) so that learners have access to textbooks for every subject.
- Provide readers to Foundation Phase learners
- Increase Grade 1 pass rate
- Reduce Foundation Phase class sizes
- Train Foundation Phase teachers in teaching reading
- The adequate provisioning of school furniture so that every learner has a desk and chair.
- Improving the quality of teaching and assessment to ensure quality and efficiency in academic achievement in a conducive and safe environment.
- Strengthening accountability, improving management and governance at school, community and district levels
- Ensuring that schools are resourced in terms of norms and standards, fee exemptions and accountability thereof
- Ensuring that eligible learners continue to benefit from the “No Fee Policy”
- Managing and monitoring the National School Nutrition Programme (NSNP) so that learners in Quintiles 1-3 (“No Fee”) Public Ordinary Schools continue to benefit - including attached Grade R and targeted Special Schools through the daily serving of quality nutritious meals that cover pre-arranged extra formal structured classes.
- Provisioning of hostels for cluster schools to mediate and supplement access to education.
- Teacher Development for strengthened Mathematics & Sciences teaching, including support to underperforming schools & ICT integration
- Holistic development learners through School Enrichment Programmes
- Improve capacity of Full Service Schools to become Remedial Centres to public ordinary schools supporting learners screened and assessed through the SIAS Policy and incremental placement of Teacher/Therapeutic Assistants
- Provide support to all schools through focused visits
- Increase number of learners passing Grade 10, 11 and 12
- Improve mathematics teaching and learning in all grades

## Challenges/Risks with regard to implementation and Measures to address Risks/Challenges

Challenge/Risk Identified	Measure to address/mitigate identified challenge/risk:
Attrition rate: Supply and demand of teachers	Reduce the turnaround time for the filling of vacant teaching positions
Contestation of newly appointed SGBs	Ensure the SGB election process includes an effective induction programme
Infrastructure: Supply, number of schools below the national norms	Ensure that the infrastructure plan makes provision for National Norms
Rate of closure of the small/unviable schools	Fast track the rate at which schools identified for closure is rationalised
The National Norms and standards on an Inclusive Education System is not yet approved	Approve the National Norms and Standards for the Inclusive Education System
The allocation of Human Resource to Full Service Schools are done without appropriate norms	Approve the National Norms and Standards for the Inclusive Education System
Specialised Support Provisioning is problematic at Full Service Schools due to a limited number of specialists and vehicles at district offices.	<ul style="list-style-type: none"> <li>• Appoint additional specialised support</li> <li>• subsidised vehicles for Education Development Officers</li> </ul>
Appropriate resourcing of schools through Norms and Standards and school fee exemption policy.	Timeous transfer of funds to schools

## Dependencies

- CFO Office
- Human Resource Chief Directorate
- Examination and Education Chief Directorate
- District Offices

## Sub-programmes

Sub-Programme	Sub-Programme purpose
<b>Public Primary Schools</b>	To provide public primary ordinary schools with resources required for quality education in Grades 1 to 7.
<b>Public Secondary Schools</b>	To provide public secondary ordinary schools with resources required for quality education in Grades 8 to 12.
<b>Human Resource Development</b>	To provide services required for the professional development of educators and non-educators in public ordinary schools.
<b>School sport, culture and media services</b>	To provide departmentally managed sporting, cultural and heritage activities in public ordinary schools.
<b>Conditional Grant School</b>	To provide for projects specified by the Department of Basic Education and funded by conditional grants: To provide a nutritious meal to all targeted learners on every school day through the National School Nutrition Programme (NSNP). To improve performance of learners in Mathematics, Science and Technologies (MST) through targeted resourcing of specific public ordinary schools. To contribute to the skills development training, create jobs in educational institutions through Expanded Public Works Programme (EPWP) to develop sustainable communities.

**4.2.1. Strategic Objective and Annual Targets for 2018/19**

Strategic objective	Audited/Actual Performance		Estimated Performance 2017/18	Medium-term targets		
	2015/16	2016/17		2018/19	2019/20	2020/21
	SO 1.1 To develop and enhance the professional, technical capacity and performance of educators through demand-driven training at decentralised venues which are fit for purpose	4 080*		2 587*	4 000*	4 700*
SO 1.4 To increase access to education in public ordinary and independent schools	4 560**	3 609**	3 800**	4 300**	4 800**	4 800**
	30***	30***	30***	50***	70***	80**
	1 599 046****	1 582 878****	1 548 239****	1 611 245****	1 691 807****	1 691 807****
	N/A	N/A	30*****	30*****	30*****	30*****
	N/A	N/A	200^	300^	400^	500^
	N/A	N/A	50%^^^	55%^^^	60%^^^	65%^^^
	N/A	N/A	2%^^^^	2%^^^^	2%^^^^	5%^^^^
	N/A	N/A	458 (87%)^v^^^	;	426^v^^^	426^v^^^
	N/A	N/A	1 500^v^^^	3 150^v^^^	3 307^v^^^	3 307^v^^^
	N/A	N/A	62.1%~	100%~	100%~	100%~
	0	0	832~	1 000~	1 200~	1 200~
SO 3.1 Provide texts, stationery, assessment exemplars, furniture and Norms and Standards funding to all schools in sufficient numbers and on time through data-driven planning and provisioning	N/A	N/A	90%~	90%~	90%~	90%~
SO 4.5 To improve systems for monitoring of learner performance, administration of assessments and utilisation of examination question banks across the system	21%~	68%~	68%~	69%~	69%~	69%~
	16%~	54%~	58%~	55%~	55%~	55%~
	N/A	N/A	1 508 226 (85%)\	1 508 226 (87%)\	1 508 226 (90%)\	1 508 226 (90%)\
SO 6.2 To improve the quality of monitoring and support provided to schools by the Department	N/A	N/A	63%	64%	65%	65%
	3%\	2%\	2%\	4%\	4%\	4%\
	4%\	4%\	2.7%\	6%\	6%\	6%\
	N/A	N/A	80%\	80%\	80%\	80%\
	N/A	N/A	10%\	10%\	10%\	10%\
	N/A	N/A	98%\	80%\	99%\	99%\
	N/A	N/A	100%\	0%\	0%\	0%\
SO 6.3 To improve systems for effective management and administration of schools	N/A	N/A	100%\	0%\	0%\	0%\

The Strategic Objectives outlined in the table above is linked to more than one target, as they are crafted to measure more than one performance area. The Strategic Objectives are linked to:

- \* Planned targets for the number of educators trained in Literacy/Language content and methodology
- \*\* Planned targets for the number of educators trained in Numeracy/Mathematics content and methodology
- \*\*\* Planned targets for the number of full service schools servicing learners with learning barriers
- \*\*\*\* Planned targets for the number of learners in public ordinary schools benefiting from the “No Fee Schools” policy
- \*\*\*\*\* Planned targets for the average hours per year spent by teachers on professional development activities
- ^ Planned targets for the number of teachers who have written the Self-Diagnostic Assessments
- ^^ Planned targets for the percentage of teachers meeting required content knowledge levels after support
- ^^^ Planned targets for the percentage of learners in school with at least one educator with specialist training on inclusion
- ^^^^ Planned targets for the number and percentage of Fundza Lushaka Bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies
- ^^^^^ Planned targets for the number of qualified Grade R – 12 teachers aged 30 and below, entering the public service as teachers for the first time during the financial year
- ~ Planned targets for the percentage of schools where allocated teaching posts are filled
- ~~ Planned targets for the number of schools provided with media resources
- ~~~ Planned targets for the percentage of learners provided with required textbooks in all grades and in all subjects per annum
- ~~~~ Planned targets for the percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)
- ~~~~~ Planned targets for the percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)
- \ Planned targets for the number and percentage of learners who complete the whole curriculum each year
- \\ Planned targets for the learner absenteeism rate
- \\\ Planned targets for the teacher absenteeism rate
- \\ \\ \\ Planned targets for the percentage of schools producing a minimum set of management documents at a required standard
- \\ \\ \\ \\ Planned targets for the number and percentage of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year
- \\ \\ \\ \\ \\ Planned targets for the percentage of schools with more than one financial responsibility on the basis of assessment
- \\ \\ \\ \\ \\ \\ Planned targets for the percentage of learners in schools that are funded at a minimum level

#### 4.2.2. Programme Performance Measures and Annual Targets for 2018/19

Programme Performance Measures for Programme 2		Actual Performance 2016/17	Estimated Performance 2017/18	2018/19 Target	2019/20 Estimated	2020/21 Estimated
<b>PPM 201</b>	Number of full service schools servicing learners with learning barriers	30	30	50	70	80
<b>PPM 202</b>	The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)	68%	68%	69%	69%	69%
<b>PPM 203</b>	The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)	54%	58%	55%	55%	55%
<b>PPM 204</b>	Number of schools provided with multi-media resources	0	832	1 000	1 200	1 200
<b>PPM 205</b>	Learner absenteeism rate	2%	2%	4%	4%	4%
<b>PPM 206</b>	Teachers absenteeism rate	4%	2.7%	6%	6%	6%
<b>PPM 207</b>	Number of learners in public ordinary schools benefiting from the "No Fee Schools" policy	1 582 878	1 548 239	1 611 245	1 691 807	1 691 807
<b>PPM 208</b>	Number of educators trained in Literacy/Language content and methodology	2 587	4 000	4 700	5 200	5 200
<b>PPM 209</b>	Number of educators trained in Numeracy/Mathematics content and methodology	3 609	3 800	4 300	4 800	4 800

Non-standardised Programme Performance Measures (PPMs)						
Programme Performance Measure	Actual Performance 2016/17	Estimated Performance 2017/18	2018/19 Target	2019/20 Estimated	2020/21 Estimated	
<b>PPM 210</b> The average hours per year spent by teachers on professional development activities	N/A	30	30	30	30	
<b>PPM 211</b> Number of teachers who have written the Self-Diagnostic Assessments	N/A	200	300	400	500	
<b>PPM 212</b> Percentage of teachers meeting required content knowledge levels after support	N/A	50%	55%	60%	65%	
<b>PPM 213</b> Percentage of learners in school with at least one educator with specialist training on inclusion	N/A	2%	2%	2%	5%	
<b>PPM 214</b> Number and percentage of Fundza Lushaka Bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies	N/A	458 (87%)	449*	426*	426*	
<b>PPM 215</b> Number of qualified Grade R – 12 teachers aged 30 and below, entering the public service as teachers for the first time during the financial year	N/A	1 500	3 150	3 307	3 307	
<b>PPM 216</b> Percentage of learners who are in classes with no more than 45 learners	N/A	63%	64%	65%	65%	
<b>PPM 217</b> Percentage of schools where allocated teaching posts are filled	N/A	62.1%	100%	100%	100%	
<b>PPM 218</b> Percentage of learners provided with required textbooks in all grades and in all subjects per annum	N/A	90%	90%	90%	90%	
<b>PPM 219</b> Number and percentage of learners who complete the whole curriculum each year	N/A	1 508 226 (85%)	1 508 226 (87%)	1 508 226 (90%)	1 508 226 (90%)	
<b>PPM 220</b> Percentage of schools producing a minimum set of management documents at a required standard	N/A	80%	80%	80%	80%	
<b>PPM 221</b> Number and percentage of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year	N/A	10%	10%	10%	10%	
<b>PPM 222</b> Percentage of schools with more than one financial responsibility on the basis of assessment	N/A	98%	80%	99%	99%	
<b>PPM 223</b> Percentage of learners in schools that are funded at a minimum level	N/A	100%	0%	0%	100%	

\* Percentages can only be provided in real time as the denominator is based on the total number of eligible, qualified Funza Lushaka bursary graduates



#### 4.2.3. Quarterly Targets for 2018/19

Programme Performance Measure		Reporting period	Annual target 2018/19	2018/19 Quarterly targets			
				1st	2nd	3rd	4th
<b>PPM 201</b>	Number of full service schools servicing learners with learning barriers	Annually	50	-	-	-	50
<b>PPM 202</b>	The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)	Annually	69%	-	-	-	69%
<b>PPM 203</b>	The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)	Annually	55%	-	-	-	55%
<b>PPM 204</b>	Number of schools provided with multi-media resources	Annually	1 000	-	-	-	1 000
<b>PPM 205</b>	Learner absenteeism rate	Quarterly	4%	4%	4%	4%	4%
<b>PPM 206</b>	Teachers absenteeism rate	Quarterly	6%	6%	6%	6%	6%
<b>PPM 207</b>	Number of learners in public ordinary schools benefiting from the "No Fee Schools" policy	Annually	1 611 245	-	-	-	1 611 245
<b>PPM 208</b>	Number of educators trained in Literacy/Language content and methodology	Annually	4 700	-	-	-	4 700
<b>PPM 209</b>	Number of educators trained in Numeracy/Mathematics content and methodology	Annually	4 300	-	-	-	4 300
<b>Non-standardised Programme Performance Measures</b>							
<b>PPM 210</b>	The average hours per year spent by teachers on professional development activities	Annually	30	-	-	-	52
<b>PPM 211</b>	Number of teachers who have written the Self-Diagnostic Assessments	Annually	300	-	-	-	300
<b>PPM 212</b>	Percentage of teachers meeting required content knowledge levels after support	Annually	55%	-	-	-	55%
<b>PPM 213</b>	Percentage of learners in school with at least one educator with specialist training on inclusion	Annually	2%	-	-	-	2%

Non-standardised Programme Performance Measures							
Programme Performance Measure	Reporting period	Annual target 2018/19	2018/19 Quarterly targets				
			1st	2 <sup>nd</sup>	3 <sup>rd</sup>		
<b>PPM 214</b>	Number and percentage of Fundza Lushaka Bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies	Annually	449	-	-	1st	449
<b>PPM 215</b>	Number of qualified Grade R – 12 teachers aged 30 and below, entering the public service as teachers for the first time during the financial year	Annually	3 150	-	-		3 150
<b>PPM 216</b>	Percentage of learners who are in classes with no more than 45 learners	Annually	64%	-	-		64%
<b>PPM 217</b>	Percentage of schools where allocated teaching posts are filled	Annually	100%	-	-		100%
<b>PPM 218</b>	Percentage of learners provided with required textbooks in all grades and in all subjects per annum	Annually	90%	-	-		90%
<b>PPM 219</b>	Number and percentage of learners who complete the whole curriculum each year	Annually	1 508 226 (87%)	-	-		1 508 226 (87%)
<b>PPM 220</b>	Percentage of schools producing a minimum set of management documents at a required standard	Annually	80%	-	-		80%
<b>PPM 221</b>	Number and percentage of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year	Annually	10%	-	-		10%
<b>PPM 222</b>	Percentage of schools with more than one financial responsibility on the basis of assessment	Annually	80%	-	-		80%
<b>PPM 223</b>	Percentage of learners in schools that are funded at a minimum level	Annually	0%	-	-		0%

#### 4.2.4. Reconciling performance targets with the budget and MTEF

Programme 2: Public Ordinary School Education – Key trends						
Payments	2016/17 Actual	2017/18 Estimated	2018/19 Estimated	2019/20 Estimated	2020/21 Estimated	
<b>Payments by Sub-Programme (R'000)</b>						
2.1 Public Primary Schools	8 628 838	8 887 769	9 754 965	10 826 774	11 416 745	
2.2 Public Secondary Schools	15 189 231	16 578 551	16 867 741	17 643 796	18 758 940	
2.3 Human Resource Development	81 586	91 363	84 870	94 214	99 396	
2.4 School sport, culture and media services	43 723	57 073	60 799	30 721	39 252	
2.5 Conditional Grant School	1 068 871	1 214 458	1 289 212	1 326 821	1 420 002	
<b>Total</b>	<b>25 012 249</b>	<b>26 829 214</b>	<b>28 057 586</b>	<b>29 922 326</b>	<b>31 734 335</b>	
<b>Payments by Economic Classification (R'000)</b>						
<b>Current payment</b>	<b>22 539 051</b>	<b>24 494 687</b>	<b>25 857 369</b>	<b>27 607 634</b>	<b>29 216 598</b>	
Compensation of Employees	20 844 366	22 683 885	23 972 115	25 665 877	27 127 742	
Goods and Services	1 694 685	1 810 802	1 885 254	1 941 757	2 088 856	
Interest on Land	-	-	-	-	-	
<b>Transfers and subsidies</b>	<b>2 229 734</b>	<b>2 345 039</b>	<b>2 180 693</b>	<b>2 291 219</b>	<b>2 492 974</b>	
Departmental Agencies and accounts	-	-	-	-	-	
Non-profit institutions	2 028 385	2 066 006	2 006 087	2 106 236	2 242 563	
Households	201 349	185 674	174 606	184 983	250 411	
<b>Payments for Capital Assets</b>	<b>243 464</b>	<b>82 847</b>	<b>19 523</b>	<b>23 473</b>	<b>24 763</b>	
Buildings and other fixed structures	-	759	-	-	-	
Machinery and equipment	243 464	81 756	19 172	23 101	24 371	
Software and other intangible assets	-	332	351	372	392	
<b>Payments for financial assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Total Economic Classification</b>	<b>25 012 249</b>	<b>26 829 214</b>	<b>28 057 586</b>	<b>29 922 326</b>	<b>31 734 335</b>	

#### Performance and Expenditure Trends

Expenditure increased from R22 323 billion in 2014/15 to R26 829 billion in 2017/18. In 2018/19, the budget increased by 4.6 per cent to R28 057 billion and continues to show a stabilised growth pattern in 2019-2021 financial years. Compensation of Employees expenditure increased from R19 380 billion in 2014/15 to R22 683 billion in 2017/18. In 2018/19, the budget increased by 5.7 percent, mainly to cater for personnel related adjustments. Goods and Services expenditure increased from R934 808 million in 2014/15 to R1 810 billion in 2017/18. The 2018/19 budget shows an increase of 4.1 per cent to R1 885 billion. The outer years show a healthy growth. The budget for this item mostly caters for norms and standards funding to schools. Transfers and Subsidies expenditure increased from R1 988 billion in 2014/15 to R2,251 billion in 2017/18. In 2018/19, the budget declines by 3.2 per cent to R2 180 billion, due to the impact of high revised baseline emanating from a significant amount of transfers made to schools in the current financial year. Payment for Capital Assets increased from R20 049 million in 2014/15 to R82 847 million in 2017/18. In 2018/19, the budget declines by 76.4 per cent to R19 523 million primarily due to a once off acquisition procurement of laptops for educators at schools.

### 4.3. Programme 3: Independent School Education

#### Purpose

To support independent schools in accordance with the South African Schools Act, 1996 (Act No. 84 of 1996).

#### Analysis per programme

#### Key priorities:

- Implementation of reviewed Regulations on registration in line with National Guidelines
- Strengthen monitoring for registered and subsidised schools for improved learning outcomes and compliance.
- Closing down of unregistered schools
- Visits to all subsidised Independent Schools
- Publish report on visits to Independent Schools

#### Key Achievements from previous year

- An increase in the number of subsidised independent schools for 2017/18. In 2017/18 the Department subsidised 116 registered independent schools as opposed to 113 in 2016/17.
- 107 (57%) of schools that qualify for subsidies received payment which resulted in 35 736 learners benefitting from the subsidies.

Description of the risk	Measures to mitigate its effects
Schools operating as independent schools without completing the registration process for becoming an Independent School	Memo sent to districts to identify and submit to H/O all schools operating without being registered Closure of schools that are not officially registered as independent schools but operating as such
Unilateral expulsion of learners	Meet independent schools' principals during the 1 <sup>st</sup> quarter on how to deal with the matter as per SASA
Learner data reliability	More schools clear ID Documents through SASAMS, before final allocation of subsidy
Sustaining compliance in schools in terms of qualified educators, financial regulations and infrastructure standards	Strengthen monitoring through integration of visits to independent schools with other sections within the Provincial Department

#### Dependencies

- Curriculum Branch
- Local Government
- CFO Office
- IDS&G
- Office of the Superintendent General

#### Sub-programmes

Sub-Programme	Sub-Programme purpose
3.1 Primary Phase	To support independent schools in Grades 1 to 7 levels
3.2 Secondary Phase	To support independent schools in Grades 8 to 12 levels

#### 4.3.1. Strategic Objective and Annual Targets for 2018/19

Strategic objective	Audited/Actual Performance		Estimated Performance	Medium-term targets		
	2015/16	2016/17		2018/19	2019/20	2020/21
<b>SO 6.2</b> To improve the quality of monitoring and support provided to schools by the Department	57%*	57%*	58%*	59%*	59%*	59%
	31 817***	36 382**	40 410**	43 128**	45 847**	46 000**
	100%***	58%***	14.6%***	59%***	59%***	75%***

The Strategic Objective outlined in the table above is linked to more than one target, the targets are crafted to measure more than one performance area. The Strategic Objective is linked to:

\* Planned targets for the Percentage of registered independent schools receiving subsidies

\*\* Planned targets for the number of learners at subsidised registered independent schools

\*\*\* Planned targets for the percentage of registered independent schools visited for monitoring and support

#### 4.3.2. Programme Performance Measures and Annual Targets for 2018/19

Programme Performance Measures for Programme 3	Actual Performance 2016/17	Estimated Performance 2017/18	2018/19 Target	2019/20 Estimated	2020/21 Estimated
<b>PPM 301</b> Percentage of registered independent schools receiving subsidies	57%	58%	59%	59%	59%
<b>PPM 302</b> Number of learners at subsidised registered independent schools	36 382	40 410	43 128	45 847	46 000
<b>PPM 303</b> Percentage of registered independent schools visited for monitoring and support	58%	14.6%	59%	59%	75%

#### 4.3.3. Quarterly Targets for 2018/19

Programme Performance Measures		Reporting period	Annual target 2018/19	2018/19 Quarterly targets			
				1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>PPM 301</b>	Percentage of registered independent schools receiving subsidies	Annually	59%	-	-	-	59%
<b>PPM 302</b>	Number of learners at subsidised registered independent schools	Annually	43 128	-	-	-	43 128
<b>PPM 303</b>	Percentage of registered independent schools visited for monitoring and support	Quarterly	59%	20%	20%	0%	19%

#### 4.3.4. Reconciling Performance targets with the budget and MTEF

Programme 3: Independent School Subsidies – Key trends						
Payments	2016/17 Actual	2017/18 Estimated	2018/19 Estimated	2019/20 Estimated	2020/21 Estimated	
<b>PAYMENTS BY SUB-PROGRAMME (R'000)</b>						
Primary Phase	63 244	90 688	76 364	80 596	85 029	
Secondary Phase	56 741	31 911	54 645	57 749	60 925	
<b>Total payments and estimates</b>	<b>119 985</b>	<b>122 599</b>	<b>131 009</b>	<b>138 345</b>	<b>145 954</b>	
<b>PAYMENTS BY ECONOMIC CLASSIFICATION (R'000)</b>						
Current payment	-	-	-	-	-	-
Compensation of Employees	-	-	-	-	-	-
Goods and Services	-	-	-	-	-	-
Interest on Land	-	-	-	-	-	-
<b>Transfers and subsidies</b>	<b>119 985</b>	<b>122 599</b>	<b>131 009</b>	<b>138 345</b>	<b>145 954</b>	
Departmental Agencies and accounts	-	-	-	-	-	-
Non-profit institutions	119 985	122 599	131 009	138 345	145 954	
Households	-	-	-	-	-	-
<b>Payments for Capital Assets</b>	-	-	-	-	-	-
Buildings and other fixed structures	-	-	-	-	-	-
Machinery and equipment	-	-	-	-	-	-
Software and other intangible assets	-	-	-	-	-	-
<b>Payments for other financial assets</b>	-	-	-	-	-	-
<b>Total Economic Classification</b>	<b>119 985</b>	<b>122 599</b>	<b>131 009</b>	<b>138 345</b>	<b>145 954</b>	

#### Performance and Expenditure Trends

Independent school's expenditure increased from R110 314 million in 2014/15 to R122 599 million in 2017/18. In 2018/19 expenditure increases by 6.9 per cent to R131 009 million mainly to cover inflationary related increases and enrolment of additional learners. The budget allocation for this programme is accounted for under Transfers and Subsidies.

#### **4.4. Programme 4: Public Special School Education**

##### **Purpose**

To provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System

##### **Analysis of the programme**

##### **Key Priorities**

- Continuation of implementation of South African Sign Language (SASL) CAPS in the Senior Phase and Grade 11 to enhance participation of Deaf learners in teaching and learning and to improve their retention and quality of learning outcomes in preparation for Grade 12 examinations in 2018.
- Participation and implementation of the national pilot programme for purposes of implementation of the new curriculum for Severely Intellectually Disabled (SID)
- Participation and implementation of the national pilot programme for purposes of implementation of the Technical Vocational and Occupational skills curriculum
- Participation and implementation of the National Conditional Grant for purposes of implementation for Learners with Severe to Profound (PID) Disabilities in 14 care centres and 8 schools for Severely Intellectually Impaired children
- Expand training of teachers in Grade 1 and 2 Braille Literacy, Braille Mathematics and Braille Production, SASL, Autism and Augmentative and Alternative Communication (AAC)
- Resourcing of Special Schools through procurement of a basic pack of Learner Teaching Support Material
- Resourcing of Special Schools through procurement of assistive devices to improve learner access to education
- Resourcing of Special Schools through procurement of 8 buses for school transport
- Filling of vacant posts for Professional non-educator/specialist staff
- Conversion of 2 special schools into Resource Centres
- Operationalisation of 4 newly established special schools (Sam Xhalie Special School- Cradock, Fort Beaufort Special School- Fort Beaufort, King Ndlovuyezwe- Libode, Lingomsolethu Special School-Butterworth)

##### **Key Achievements**

- Two of six newly established Special Schools was operationalised and educators appointed.
- Two accountability meetings were conducted with principals for monitoring and support purposes
- Guidelines for financial reporting were developed, approved and distributed to Districts and Special Schools.
- 24 educators were employed to fill vacant educator posts in Special Schools
- 117 educators from schools for the Blind were trained in Braille for Grade 1 and 2
- 59 vacant non-teaching posts were advertised
- Three Schools of Skills were audited in preparation for the piloting of Technical Vocational and Occupational Skills Curriculum
- R9,9 million was transferred to Districts for the procurement of hostel equipment at 23 Special Schools. As a result, 3 136 learners in hostels will benefit from the procured hostel equipment.
- The salaries for positions classified according to the Occupation Specific Dispensation were aligned to the ELRC Collective Agreement of 2012 requirements for advertisement



Description of the risk	Measures to mitigate its effects
Recruitment of scarce skilled Professional non-educator/specialist staff	Advertising in the mainstream media, and on Department of Public Service Administration websites, to attract professionals
Delays in the operationalisation of the new special schools	Appraise stakeholders on extended timeframes and engage the implementing agents on expediting processes
Financial limitations in implementation of the Three Stream Model pilot programme	Bidding to Treasury for utilisation of savings
Recruitment of skilled Professional non-educator/specialist staff	Advertising in the mainstream media, and on Department of Public Service Administration websites, to attract professionals

### Dependencies

- All sections under Education Services
- Office of the Superintendent General
- Office of the CFO
- Department of Social Development and Special Programmes
- Department of Health

### Sub-programmes

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

#### 4.4.1. Strategic Objective and Annual Targets for 2018/19

Strategic objective	Audited/Actual Performance		Estimated Performance	Medium-term targets		
	2015/16	2016/17		2018/19	2019/20	2020/21
<b>SO 1.4</b> To increase access to education in public ordinary and independent schools	9 548*	9 763*	N/A	10 000*	10 200*	10 400
<b>SO 2.1</b> To develop and implement a data driven infrastructure plan which includes new schools, extensions to existing schools and ma maintenance plan for all schools	N/A	29**	30	85**	95**	97**
	24%***	12%***	N/A	6%***	6%***	6%***

The Strategic Objectives outlined in the table above is linked to more than one target, as they are crafted to measure more than one performance area. The Strategic Objectives are linked to:

- \* Planned targets for the number of learners in public special schools
- \*\* Planned targets for the number of therapists/specialist staff in special schools
- \*\*\* Planned targets for the percentage of special schools serving as Resource Centres

#### 4.4.2. Programme Performance Measures and Annual Targets for 2018/19

Programme Performance Measures for Programme 4	Actual Performance 2016/17	2017/18 Estimated Actual	2018/19 Estimated	2019/20 Estimated	2020/21 Estimated
<b>PPM 401</b> Percentage of special schools serving as Resource Centres	12%	12%	6%	6%	6%
<b>PPM 402</b> Number of learners in public special schools	9 763	9 630	10 000	10 200	10 400
<b>PPM 403</b> Number of therapists/specialist staff in special schools	29	29	85	95	97

#### 4.4.3. Quarterly Targets for 2018/19

Programme Performance Measure		Reporting period	Annual target 2018/19	2018/19 Quarterly targets			
Code	Description			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
PPM 401	Percentage of special schools serving as Resource Centres	Annually	6%	-	-	-	6%
PPM 402	Number of learners in public special schools	Annually	10 000	-	-	-	10 000
PPM 403	Number of therapists/specialist staff in special schools	Quarterly	85	85	85	85	85

#### 4.4.4. Reconciling Performance Targets with the Budget and MTEF

Programme 4: Public Special School Education – Key trends						
Payments	2016/17 Actual	2017/18 Estimated	2018/19 Estimated	2019/20 Estimated	2020/21 Estimated	
<b>Payments by Sub-Programme (R'000)</b>						
1. Schools	638 116	731 473	774 169	823 311	868 592	
2. Human Resource Development	1 969	3 187	2 856	3 016	3 182	
3. School Sport Culture and media Services	3 593	5 699	4 829	6 790	7 163	
4. Conditional Grants for OSD Therapist	27	3 203	23 957	28 448	30 910	
<b>Total payments and estimates</b>	<b>643 705</b>	<b>743 562</b>	<b>805 812</b>	<b>861 565</b>	<b>909 847</b>	
<b>Payments by Economic Classification (R'000)</b>						
<b>Current payments</b>	<b>577 082</b>	<b>648 267</b>	<b>720 278</b>	<b>770 554</b>	<b>815 409</b>	
Compensation of Employees	555 926	604 058	677 287	714 380	753 536	
Goods and Services	21 156	44 209	42 991	56 174	61 873	
Interest on Land	-	-	-	-	-	
<b>Transfers and subsidies</b>	<b>66 623</b>	<b>78 445</b>	<b>75 150</b>	<b>79 503</b>	<b>83 875</b>	
Departmental Agencies and accounts	-	-	-	-	-	
Non-profit institutions	62 283	75 143	73 096	77 333	81 586	
Households	4 340	3 302	2 055	2 170	2 289	
<b>Payments for Capital Assets</b>	<b>-</b>	<b>16 850</b>	<b>10 384</b>	<b>11 508</b>	<b>10 563</b>	
Buildings and other fixed structures	-	9 060	-	-	-	
Machinery and equipment	-	7 790	10 384	11 508	10 563	
Software and other intangible assets	-	-	-	-	-	
<b>Payments for financial assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Total Economic Classification</b>	<b>643 705</b>	<b>743 562</b>	<b>805 813</b>	<b>861 565</b>	<b>909 847</b>	

#### Performance and Expenditure Trends

Expenditure increased from R525 386 million in 2014/15 to R743 562 million in 2017/18. The budget increases by 8.4 per cent to R805 812 million in 2018/19 and continues to increase over the 2019/21 of the MTEF largely due to the planned filling of critical vacant posts for professional therapists and physiologists. Compensation of Employees' expenditure increased from R438 464 million in 2014/15 to a revised estimate of R604 058 million in 2017/18. In 2018/19, the budget increases by 12.1 per cent partly due to the provision for ICS increases and for the hiring of professional Therapists, Social Workers, Physiologists and Support Staff. Goods and Services expenditure increased from R9 190 million in 2014/15 to R44 209 million in 2017/18. In 2018/19, the budget declines by 2.8 per cent to R42 990 million mainly due to baseline reduction. Transfers and Subsidies expenditure increased from R67 160 million in 2014/15 to a revised estimate of R78 445 million in 2017/18. In 2018/19, the budget declines by 4.2 per cent to R75 150 million due to reappropriation of funds to Machinery and Equipment for the procurement of vehicles, whilst Machinery and Equipment increased from the revised estimate of R7 790 million in 2017/18 to R10 364 million representing 33.3 per cent due to funds reappropriated from transfers.

#### 4.5. Programme 5: Early Childhood Development

##### Purpose

To provide Early Childhood Development (ECD) at the Grade R and earlier levels in accordance with White Paper 5.

Early Childhood Development is a policy priority which was conceptualized in Education White Paper 5 on Early Childhood Education (May 2001) and highlighted in the National Development Plan as critical in laying a strong foundation towards breaking the cycle of inequality and poverty.

##### Analysis per programme

##### Key Priorities

- Increase access to Grade R in schools with Grade 1 learners
- Improve the quality of teaching and learning in Grade R through readers and equipment
- Strengthen inter-sectoral collaboration on the implementation of integrated ECD Strategy

##### Key Achievements from previous year

- 890 practitioners successfully completed all the modules for the Diploma in Grade R teaching and were due to graduate in November 2017
- 69 practitioners were due to complete their third final year of study in December 2017
- 920 enrolled for the Second semester of the second year of study in July 2017
- 350 practitioners are in the first year of study
- A new group of 194 practitioners had their first contact session in July
- As at September 2017, 4 372 schools with Grade 1, offer Grade R. This relates to 128 129 learners with access to grade R
- Towards the provisioning of quality teaching and learning, a three year contract was awarded for the supply and delivery of jungle gyms to quintiles 1 -3 schools. In preparation for school readiness in 2018, processes were initiated for the procurement of Learner Teacher Support Material (LTSM) in the form of educational toys as well as learner and classroom stationery packs

Description of the risk	Measures to mitigate its effects
Inability to offer Grade R education to all 5 year olds	The Department will open play groups for the learners in areas which do not have schools with Grade R classes.
Funding of Grade R learners at 70% the cost of Grade 1 learners.	Full funding of Grade R learners to be reviewed during budget processes.
Poor monitoring, due to under staffing at district and provincial offices.	Vacant posts at district and provincial offices to be advertised and filled.
Attachment of Grade R class to the remaining small unviable schools.	The small, unviable schools are in the process of rationalisation and guidance will be provided through this process.
Quality of Grade R teachers	Training of Grade R teachers and practitioners in teaching reading
Inadequate reading and play materials	Procure readers and building blocks for all Grade R learners

## Dependencies

- Collaborate with relevant sections within the department (Curriculum, CFO and EPEM) as well as other relevant Departments (Social Development, Home Affairs, Health and Local Government) towards effective planning, monitoring and regular reporting to eliminate risks in achieving key deliverables.
- Strengthen relationships with Circuit Managers and Higher Education Institutions.

## Sub-programmes

Sub-Programme	Sub-Programme purpose
<b>5.1 Grade R in Public Schools</b>	To provide specific public ordinary schools with resources required for Grade R
<b>5.2 Grade R in Early Childhood Development Centres</b>	To support Grade R level at Early Childhood Development centres
<b>5.3 Pre-Grade R Training</b>	To provide training and payment of stipends of Pre-Grade R Practitioners/Educators
<b>5.4 Human Resource Development</b>	To provide Departmental services for the development of practitioners and non-educators at public schools and ECD centres
<b>5.5 Conditional Grants</b>	To provide for projects under Programme 5 specified by the Department of Basic Education and funded by Conditional Grants

#### 4.5.1. Strategic Objective and Annual Targets for 2018/19

Strategic objective	Audited/Actual Performance		Estimated Performance	Medium-term targets		
	2015/16	2016/17		2017/18	2018/19	2019/20
SO 5.1: To improve access of children to quality Early Child Development (ECD)	4 347*	4 299*	3 718*	3 500*	3 500*	3 500*
	84%**	80%**	67%**	70%**	75%**	75%**
	N/A	N/A	959 (19.4%)*	1 879 (38%)*	2 229 (45%)*	2 229 (45%)*

The Strategic Objective outlined in the table above is linked to more than one target, the targets are crafted to measure more than one performance area. The Strategic Objective is linked to:

\* Planned targets for the number of public schools that offer Grade R

\*\* Planned targets for the percentage of Grade 1 learners who have received formal Grade R education in public ordinary and/or special schools and registered independent schools/ECD sites

\*\*\* Planned targets for the number and percentage of Grade R practitioners with NQF level 6 and above qualification each year

#### 4.5.2. Programme Performance Measures and Annual Targets for 2018/19

Programme Performance Measures for Programme 5		Actual Performance 2016/17	Estimated Performance 2017/18	2018/19 Target	2019/20 Estimated	2020/21 Estimated
<b>PPM 501</b>	Number of public schools that offer Grade R	4 299	3 718	3 500	3 500	3 500
<b>PPM 502</b>	Percentage of Grade 1 learners who have received formal Grade R education in public ordinary and/or special schools and registered independent schools/ECD sites	80%	67%	70%	75%	75%
<b>Non-Standardised Programme Performance Measures (PPM)</b>						
<b>PPM 503</b>	Number and percentage of Grade R practitioners with NQF level 6 and above qualification each year	N/A	959 (19.4%)	1 879 (38%)	2 229 (45%)	2 229 (45%)



**4.5.3. Quarterly Targets for 2018/19**

Programme Performance Measures		Reporting period	Annual target 2018/19	2018/19 Quarterly targets			
				1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>PPM 501</b>	Number of public schools that offer Grade R	Annually	3 500	-	-	-	3 500
<b>PPM 502</b>	Percentage of Grade 1 learners who have received formal Grade R education in public ordinary and/or special schools and registered independent schools/ECD sites	Annually	70%	-	-	-	70%
<b>Non-standardised Programme Performance Measures</b>							
<b>PPM 503</b>	Number and percentage of Grade R practitioners with NQF level 6 and above qualification each year	Annually	1 879 (38%)	-	-	-	1 879 (38%)

#### 4.5.4. Reconciling Performance Targets with the Budget and MTEF

Programme 5: Early Childhood Development – Key trends						
Payments	2016/17 Actual	2017/18 Estimated	2018/19 Estimated	2019/20 Estimated	2019/20 Estimated	
<b>Payments By Sub-Programme (R'000)</b>						
1. Grade R in Public Schools	447 340	606 017	759 723	806 569	851 883	
2. Grade R in community centres	-	-	-	-	-	
3. Pre Grade R Training	1 217	18 160	23 325	24 855	26 442	
4. Human Resource Development	1 428	2 049	2 451	2 589	2 731	
5. Conditional Grants	-	-	-	-	-	
<b>Total payments and estimates</b>	<b>449 985</b>	<b>626 226</b>	<b>785 500</b>	<b>834 013</b>	<b>881 056</b>	
<b>Payments by Economic Classification (R'000)</b>						
<b>Current payments</b>	<b>436 712</b>	<b>610 109</b>	<b>764 692</b>	<b>824 547</b>	<b>871 069</b>	
Compensation of Employees	361 877	398 440	537 398	578 482	610 921	
Goods and Services	74 835	211 669	227 294	246 065	260 148	
Interest on Land	-	-	-	-	-	
<b>Transfers and subsidies</b>	<b>13 273</b>	<b>16 117</b>	<b>20 807</b>	<b>9 466</b>	<b>9 987</b>	
Departmental Agencies and accounts	-	-	-	-	-	
Non-profit institutions	-	-	-	-	-	
Households	13 273	16 106	20 807	9 466	9 987	
<b>Payments for Capital Assets</b>	-	-	-	-	-	
Buildings and other fixed structures	-	-	-	-	-	
Machinery and equipment	-	-	-	-	-	
Software and other intangible assets	-	-	-	-	-	
<b>Payments for financial assets</b>	-	-	-	-	-	
<b>Total Economic Classification</b>	<b>449 985</b>	<b>626 226</b>	<b>785 500</b>	<b>834 013</b>	<b>881 056</b>	

#### Performance and Expenditure Trends

Expenditure increased from R389 660 million in 2014/15 to R626 226 million in 2017/18. In 2018/19, the budget increases by 25.4 percent due to reprioritised funding from Programme 2 Compensation of Employees (CoE) to fund the professionalization of Early Childhood Development Post Level 1 educators. Compensation of Employees (CoE) expenditure increased from R325 112 million in 2014/15 to R398 440 million in 2017/18. In 2018/19, the budget increased by 34.9 per cent to R537 398 million mainly to cater for conversion of qualified Early Childhood Development Practitioners to Post Level 1 educators. Goods and Services expenditure increased from R55 290 million in 2014/15 to R211 669 million in 2017/18. In 2018/19, the budget increased by 7.4 per cent to R227 294 million primarily due to the planned acquisition of Jungle Gym equipment for Early Childhood Development learners and late procurement of LTSM, that resulted in a low 2017/18 revised estimate. Transfers and Subsidies shows an increase in expenditure from R9 258 million in 2014/15 to R16 117 million in 2017/18, whilst in 2018/19 it increases by 29.1 per cent to R20 807 million due to a reclassification of budget for LTSM for Quintile 4 and 5 schools from Goods and Services to Transfers.

#### **4.6. Programme 6: Infrastructure Development**

##### **Purpose**

To provide and maintain infrastructure facilities for schools and non-schools as required by statutes.

Goods, services and payments (included and excluded) are required for the infrastructure development and maintenance of buildings.

##### **Analysis per programme**

##### **Key Priorities**

- The early submission of an accurate User Asset Management Plan
- Progressively replace schools constructed of inappropriate infrastructure, by building replacement schools
- Provide schools that do not have sufficient basic services or which do not meet basic safety requirements with the necessary water supply, electricity, sanitation and fencing. In 2018/19, 169 schools will be provided with water and sanitation, 32 schools with access to electricity and 15 schools will be provided with fencing
- Progressively provide appropriate Grade R classrooms at 13 primary schools in line with the Norms and Standards for Grade R
- Provide intervention in cases of disasters and emergencies, together with chronic facility shortages brought about by rapid migration
- Monitor the implementation of minor maintenance required at schools
- Facilitate the utilisation of the School Principal's Manual with regard to maintenance guidelines
- Provincial participation in the school rationalisation process and effectively provide infrastructure in respect of the realigned schools to optimise use of infrastructure in schools.
- Provide and upgrade existing infrastructure to facilitate universal access for disabled children and youths.
- Systematically enhance base data, management systems and planning processes to improve the effectiveness of planning documentation and quality of reporting, thus improving annual assessment in the National Treasury Performance Based System

##### **Key Achievements from previous year**

##### **Infrastructure Planning and Property Management**

- The Provincial User Asset Management Plan was moderated during the first quarter of 2017/18 and obtained a score of 86.6%
- In excess of 100 review sessions on town planning were held culminating in 52 projects which were approved to progress from feasibility to design development
- In excess of 90 review sessions were held culminating in 40 Architectural Site Development Plans (SDPs) being approved as part of the planning stage
- In support of the newly developed Service Delivery Model, all district and circuit management offices were visited to confirm the suitability and viability of the identified sites for the provision of the necessary infrastructure to accommodate the District and Circuit based officials
- A school rationalisation steering committee was established to provide governance to the rationalisation process

##### **Infrastructure Programme Delivery Management**

- The Infrastructure Implementation Plan was submitted to Legislature for pre-moderation as part of the requirements to qualify for an incentive grant
- 15 cases of infrastructure damage incidents (disaster incidents) were reported in July and contractors were procured within 30 days to make the sites safe for occupation by resolving the defects

- 21 accountability meetings were conducted with Implementing Agents and 5 Cluster accountability meetings were held with the Districts. This resulted in a significant improvement in the data loaded onto EFMS and the population of a more credible budget projection.

Challenge/Risk Identified	Measure to address/mitigate identified challenge/risk
Delays in the processing of payments to Implementing Agents.	Collaboration team established, made up of all units within the Department involved in the Infrastructure Payment Value Chain. Meet weekly to FastTrack payments and address blockages where they have been identified.
Submission of unrealistic Infrastructure Programme Implementation Plan (IPIPs) and under-population of the Education Facilities Management System (EFMS) programme management tool to determine reliable expenditure projections	<ul style="list-style-type: none"> <li>• Withhold payments to defaulting Programme Implementing Agents (PIAs) and thus non-complaint Professional Service Provider (PSPs).</li> <li>• Re-structure Executive Reporting meeting (ERM) meetings to improve PIA responsiveness</li> </ul>
Timeous finalising of projects currently at the planning stage so that these can move to design	Expediting approval of Site Development Plans by streamlining procedure and improving quality control measures at Programme Implementing Agents (PIA) level (i.e. prior to submitting to DoE for approval)
PIAs not meeting their own milestone and expenditure targets as per Infrastructure Programme Implementation Plan (IPIPs)	<ul style="list-style-type: none"> <li>• Stricter enforcement of timeframes as proposed by Provincial Treasury Standard for Infrastructure Procurement and Delivery management (PT SIPDM) schedule</li> <li>• Strengthening DoE Project Management oversight and population of EFMS for monitoring</li> <li>• Establish schedule of contingency projects for implementation at short notice to mitigate identified potential under-expenditure</li> </ul>
Potential over-commitment due to large number of projects initiated in 2016/17 to mitigate under-expenditure at the time, now reaching tender stage.	Careful analysis of projected expenditure at regular intervals and award of contracts managed accordingly. Programme Implementing Agents (PIAs) are required to obtain written approval from the DoE before proceeding to tender or awarding any new tenders.

**Dependencies (which Head Office or District Units are jointly responsible for and/or contributing to the achievement of Programme Activities/Deliverables/Outputs):**

- Local Authorities for the provision of basic services in urban and semi urban areas
- Department of Roads and Public Works for the provision of roads and dealing with land matters
- Eskom for Electricity connections
- Department of Housing for provision of basic services on province-wide challenges
- Department of Basic Education for elimination of mud/inappropriate structures

**Sub-programmes**

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

**4.6.1. Strategic Objectives and Annual Targets for 2018/19**

Strategic objective	Audited/Actual Performance		Estimated	Medium-term targets		
	2015/16	2016/17		2018/19	2019/20	2020/21
<p><b>SO 2.1</b> To develop and implement a data driven infrastructure plan which includes new schools, extensions to existing schools and maintenance plans for all schools</p>	123*	77*	100*	169*	178*	185*
	42**	10**	6**	32**	5**	12**
	107***	88***	68***	169***	178***	185***
	249****	88****	491****	260****	285****	250****
	63*****	25*****	14*****	28*****	30*****	33*****
	18^	10^	6^	4^	4^	3^
	5^^	19^^	18^^	7^^	8^^	6^^
	61^^^	17^^^	10^^^	13^^^	13^^^	23^^^
	3^^^^	1^^^^	0^^^^	1^^^^	2^^^^	2^^^^
	26^^^^^	23^^^^^	2^^^^^	18^^^^^	20^^^^^	35^^^^^

The Strategic Objective outlined in the table above is linked to more than one target, the targets are crafted to measure more than one performance area. The Strategic Objective is linked to:

- \* Planned targets for the number of public ordinary schools provided with water supply
- \*\* Planned targets for the number of public ordinary schools provided with electricity supply
- \*\*\* Planned targets for the number of public ordinary schools supplied with sanitation facilities
- \*\*\*\* Planned targets for the number of additional classrooms built in, or provided for, existing public ordinary schools
- \*\*\*\*\* Planned targets for the number of additional specialist rooms built in public ordinary schools (includes replacement schools)
- ^ Planned targets for the number of new schools completed and ready for occupation (includes replacement schools)
- ^^ Planned targets for the number of new schools under construction (includes replacement schools)
- ^^^ Planned targets for the number of new or additional Grade R classrooms built (includes those in replacement schools)
- ^^^^ Planned targets for the number of hostels built
- ^^^^^ Planned targets for the number of schools in which scheduled maintenance projects were completed

**4.6.2. Programme Performance Measures and Annual Targets for 2018/19**

Programme Performance Measures for Programme 6		Actual Performance 2016/17	Estimated Performance 2017/18	2018/19 Target	2019/20 Estimated	2020/21 Estimated
<b>PPM 601</b>	Number of public ordinary schools provided with water supply	77	100	169	178	185
<b>PPM 602</b>	Number of public ordinary schools provided with electricity supply	10	6	32	5	12
<b>PPM 603</b>	Number of public ordinary schools supplied with sanitation facilities	88	68	169	178	185
<b>PPM 604</b>	Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools)	88	491	260	285	250
<b>PPM 605</b>	Number of additional specialist rooms built in public ordinary schools (includes replacement schools)	25	14	28	30	33
<b>PPM 606</b>	Number of new schools completed and ready for occupation (includes replacement schools)	10	6	4	4	3
<b>PPM 607</b>	Number of new schools under construction (includes replacement schools)	19	18	7	8	6
<b>PPM 608</b>	Number of new or additional Grade R classrooms built (includes those in replacement schools)	17	10	13	13	23
<b>PPM 609</b>	Number of hostels built	1	0	1	2	2
<b>PPM 610</b>	Number of schools where scheduled maintenance projects were completed	23	2	18	20	35

#### 4.6.3. Quarterly Targets for 2018/19

Programme Performance Measures		Annual target 2017/18	2017/18 Quarterly targets			
			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>PPM 601</b>	Number of public ordinary schools provided with water supply	169	-	-	-	169
<b>PPM 602</b>	Number of public ordinary schools provided with electricity supply	32	-	-	-	32
<b>PPM 603</b>	Number of public ordinary schools supplied with sanitation facilities	169	-	-	-	169
<b>PPM 604</b>	Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools)	260	-	-	-	260
<b>PPM 605</b>	Number of additional specialist rooms built in public ordinary schools (includes replacement schools)	28	-	-	-	28
<b>PPM 606</b>	Number of new schools completed and ready for occupation (includes replacement schools)	4	-	-	-	4
<b>PPM 607</b>	Number of new schools under construction (includes replacement schools)	7	-	-	-	7
<b>PPM 608</b>	Number of new or additional Grade R classrooms built (includes those in replacement schools)	13	-	-	-	13
<b>PPM 609</b>	Number of hostels built	1	-	-	-	1
<b>PPM 610</b>	Number of schools where scheduled maintenance projects were completed	18	-	-	-	18



#### 4.6.4. Reconciling Performance Targets with the Budget and MTEF

Programme 6: Infrastructure Development– Key trends						
Payments	2016/17 Actual	2017/18 Revised Estimated	2018/19 Estimated	2019/20 Estimated	2019/20 Estimated	
<b>Payments By Sub-Programme (R'000)</b>						
1. Administration	14 158	25 273	128 079	113 458	145 440	
2. Public Ordinary Schools	1 460 749	1 229 515	1 214 337	1 212 267	1 290 109	
3. Special Schools	69 419	131 094	76 031	27 241	35 932	
4. Early Childhood Development	85 314	286 312	71 381	41 287	75 579	
<b>Total payments and estimates</b>	<b>1 629 640</b>	<b>1 672 194</b>	<b>1 489 828</b>	<b>1 394 253</b>	<b>1 547 060</b>	
<b>Payments by Economic Classification (R'000)</b>						
<b>Current payments</b>	<b>156 343</b>	<b>202 667</b>	<b>254 649</b>	<b>322 861</b>	<b>191 432</b>	
Compensation of Employees	144 231	23 590	15 000	15 000	15 000	
Goods and Services	-	179 077	239 649	307 861	176 432	
Interest on Land	-	-	-	-	-	
<b>Transfers and subsidies</b>	-	-	-	-	-	
Provinces and Municipalities	-	-	-	-	-	
Departmental Agencies and accounts	-	-	-	-	-	
Non-profit institutions	-	-	-	-	-	
Households	-	-	-	-	-	
<b>Payments for Capital Assets</b>	<b>1 473 297</b>	<b>1 469 527</b>	<b>1 235 179</b>	<b>1 071 392</b>	<b>1 355 628</b>	
Buildings and other fixed structures	1 473 297	1 469 527	1 235 179	1 071 392	1 355 628	
Machinery and equipment	-	-	-	-	-	
Software and other intangible assets	-	-	-	-	-	
<b>Payments for financial assets</b>	-	-	-	-	-	
<b>Total Economic Classification</b>	<b>1 629 640</b>	<b>1 672 194</b>	<b>1 489 830</b>	<b>1 394 254</b>	<b>1 547 061</b>	
<b>Performance and Expenditure Trends</b>						

Expenditure increased from R1 100 billion in 2014/15 to R1 672 billion in 2017/18. In 2018/19, the budget for the programme decreased by 10.9 per cent to R1 489 billion due to baseline reductions in Conditional Grant funding. Compensation of Employees (CoE) expenditure increased from R8 452 million in 2014/15 to a revised estimate of R23 590 million in 2017/18. In 2018/19, the budget declines by 36.4 per cent to R15 million due to scarcity in technical personnel as per Human Resource Capacity requirements, which are determined by conditional grant funding (Education Infrastructure Grant). Goods and Services expenditure increased from R113 753 million to a revised estimate of R179 077 million in 2017/18. The budget for 2018/19 increased by 33.8 per cent to R239 649 million due to reprioritised funds from Buildings and other Fixed Structures to Goods and services to complete active contracts because of the decline in conditional grant. Payments for Capital Assets increased from R977 867 million in 2014/15 to a revised estimate of R1 469 billion in 2017/18. In 2018/19, the budget declines by 15.9 per cent to R1 235 billion due to a reduction in the conditional grant.

#### **4.7. Programme 7: Examination and Education Related Services**

##### **Purpose**

To provide education institutions as a whole with support.

##### **Analysis per programme**

##### **Key Priorities**

In the Department's efforts to systematically and structurally deal with the challenges outlined above, the following priorities are being pursued:

- Strengthening the implementation of efficient management and administration of national and provincial examination and assessment systems as strategic levers to drive improved teaching and learning.
- Provision of high quality secured standardized question papers for all learners in identified grades 6, 9, 10, 11 and 12.
- Provision of examination feedback material to schools and detailed results analysis per quarter and annually for all identified grades.
- Ensure accurate registration of all centres and candidates participating in external examinations in public and independent schools.
- Manage and quality assure the progression and promotion of Grade 11 learners.
- Operationalisation of the four Provincial Teacher Development Institutes to offer high quality Teacher Development Programmes
- Offering of provincial Teacher Development Programmes scheduled for the 2018 academic year in the following key focus areas: Mathematics, Science and Languages as well as SACE-accredited training in eSkills in support of the Teacher Laptop Initiative
- Publication of a provincial prospectus for Teacher Development Programmes on offer by Provincial Teacher Development Institutes, teacher unions and local universities in the 2019 academic year

##### **Key Achievements**

- Funds were transferred timeously to ETDP SETA which ensured a smooth execution of all the planned employee development programmes for 2017/18
- Support to learners in preparation for the writing of the National Senior Certificate in November 2017. The ECDoE also in the form of workshops and the provisioning of extra LTSM focused on the moderation and verification of School Based Assessment
- A special focus was placed on ensuring that School Based Assessments complied with National benchmarks in order to reduce the number of schools with School Based Assessment rejections by Umalusi. This included on site SBA sample moderation at school and district levels by Provincial teams, to include moderation and verification of oral marks for languages and practical assessment tasks for all subjects with a practical component e.g. Technical and art subjects
- The Examinations Centre building in Zwelitsha was completed and occupied. This facility is equipped with adequate security to strengthen the integrity and credibility of Provincial Examinations.
- Registration and audit of 928 examinations was conducted inclusive of 51 independent schools
- Establishment of four Provincial Teacher Development Institutes and nine District Teacher Development Centres to service teachers at decentralised venues across the province
- Publication of norms and standards for Provincial Teacher Development Institutes and District Teacher Development Centres to inform the resourcing thereof for the optimal functioning of each site
- Publication of a provincial prospectus for Teacher Development Programmes on offer by Provincial Teacher Development Institutes, teacher unions and local universities in the 2018 academic year
- Improved matric results, from 59% in 2016 to 65% in 2017

Description of the risk	Measures to mitigate its effects
Poor examination infrastructure in some districts	Motivations for examinations to be part and parcel of district offices infrastructure improvement project.
Management of progressed learners across the system.	Centralise the management of progressed learners.

### Sub-programmes

Sub-Programme	Sub-Programme purpose
<b>7.1 Payments to SETA</b>	To provide employee HRD in accordance with the Skills Development Act.
<b>7.2 Professional Services</b>	To provide educators and learners in schools with Departmentally managed support services.
<b>7.3 Special Projects</b>	To provide for special Departmentally managed intervention projects in the education system as a whole.
<b>7.4 External Examinations</b>	To provide for Departmentally managed examination services and Assessment
<b>7.5 Conditional Grants</b>	<p><i>Conditional Grant Projects</i></p> <p>To provide for projects specified by the Department of Basic Education that are applicable to more than one program and funded from conditional grants:</p> <ul style="list-style-type: none"> <li>• To support South Africa's HIV prevention strategy by increasing sexual and reproductive knowledge, skills and appropriate decision-making amongst learners and educators.</li> <li>• To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators.</li> <li>• To ensure the provision of a safe, right-based environment in schools that is free of discrimination, stigma and any form of sexual harassment/abuse.</li> <li>• To reduce the vulnerability of children to HIV, TB and STI infection, with a particular focus on orphaned and vulnerable children.</li> </ul>

#### 4.7.1.1. Strategic Objective and Annual Targets for 2018/19

Strategic objective	Audited/Actual Performance		Estimated Performance	Medium-term targets		
	2015/16	2016/17		2018/19	2019/20	2020/21
<b>SO 4.2</b> To increase the number of Grade 12 learners who become eligible for a Bachelors Programme at a university	17.4%	18.3%	23%	20.1%	20.7%	22%
<b>SO 4.3</b> To increase the number of Grade 12 learners who pass Mathematics and Physical Sciences	12.8%*	12.8%*	15%*	19%*	21%*	23%*
	13.8%**	15.9%**	20%**	21%**	24%**	25%**
<b>SO 4.4</b> To increase the number of Grade 12 learner who passed the National Senior certificate.	56.8%***	59.3%***	65%***	66%***	70%***	72%***
	N/A	N/A	459****	572****	582****	600****

The Strategic Objectives outlined in the table above is linked to more than one target, as they are crafted to measure more than one performance area. The Strategic Objectives are linked to:

\* Percentage of Grade 12 learners achieving 50% or more in Mathematics

\*\* Planned targets for the percentage of Grade 12 learners achieving 50% or more in Physical Sciences

\*\*\* Planned targets for the percentage of learners who passed National Senior Certificate (NSC)

\*\*\*\* Planned targets for the number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above

#### 4.7.2. Programme Performance Measures and Annual Targets for 2018/19

Programme Performance Measures for Programme 7		Actual Performance 2016/17	Actual Performance 2017/18	2018/19 Target	2019/20 Estimated	2020/21 Estimated
<b>PPM 701</b>	Percentage of learners who passed National Senior Certificate (NSC)	59.3%	65%	66%	70%	72%
<b>PPM 702</b>	Percentage of Grade 12 learners passing at bachelor level	18.3%	23%	20.1%	20.7%	22%
<b>PPM 703</b>	Percentage of Grade 12 learners achieving 50% or more in Mathematics	12.8%	15%	19%	21%	23%
<b>PPM 704</b>	Percentage of Grade 12 learners achieving 50% or more in Physical Sciences	15.9%	20%	21%	24%	25%
<b>PPM 705</b>	Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	N/A	459	572	582	600

#### 4.7.3. Quarterly Targets for 2018/19

Programme Performance Measure	Reporting period	Annual target 2018/19	2018/19 Quarterly targets			
			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>PPM 701</b> Percentage of learners who passed National Senior Certificate (NSC)	Annually	66%	-	-	-	66%
<b>PPM 702</b> Percentage of Grade 12 learners passing at bachelor level	Annually	20.1%	-	-	-	20.1%
<b>PPM 703</b> Percentage of Grade 12 learners achieving 50% or more in Mathematics	Annually	19%	-	-	-	19%
<b>PPM 704</b> Percentage of Grade 12 learners achieving 50% or more in Physical Sciences	Annually	21%	-	-	-	21%
<b>PPM 705</b> Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above	Annually	572	-	-	-	572

#### 4.7.4. Reconciling Performance Targets with the Budget and MTEF

Programme 7: Examination and Education related services – Key trends						
Payments	2016/17 Actual	2017/18 Estimated	2018/19 Estimated	2019/20 Estimated	2020/21 Estimated	
<b>Payments by Sub-Programme (R'000)</b>						
1 Payments to SETA	59 662	64 052	67 767	71 562	75 498	
2 Professional Services	35 976	39 664	38 319	33 022	47 498	
3 Special Projects	1 961	1 375	1 545	1 527	1 777	
4 External Examinations	366 561	374 007	339 675	361 913	399 513	
5 Conditional Grants	38 703	41 538	43 062	45 455	47 878	
<b>Total payments and estimates</b>	<b>502 863</b>	<b>520 636</b>	<b>490 367</b>	<b>513 479</b>	<b>572 164</b>	
<b>Payments by Economic Classification (R'000)</b>						
<b>Current payments</b>	409 113	420 637	394 687	413 213	457 943	
Compensation of Employees	194 899	179 576	169 215	178 628	188 953	
Goods and Services	214 214	241 061	225 472	234 585	268 990	
Interest on Land	-	-	-	-	-	
<b>Transfers and subsidies</b>	<b>93 256</b>	<b>86 489</b>	<b>91 506</b>	<b>96 630</b>	<b>101 945</b>	
Provinces and Municipalities	59 662	64 052	67 767	71 562	75 498	
Departmental Agencies and accounts	-	-	-	-	-	
Non-profit institutions	33 593	22 437	23 739	25 068	26 447	
Households	1	-	-	-	-	
<b>Payments for Capital Assets</b>	<b>494</b>	<b>13 510</b>	<b>4 175</b>	<b>3 636</b>	<b>12 276</b>	
Buildings and other fixed structures	-	-	-	-	-	
Machinery and equipment	494	13 510	4 175	3 636	12 276	
Software and other intangible assets	-	-	-	-	-	
<b>Payments for financial assets</b>	-	-	-	-	-	
<b>Total Economic Classification</b>	<b>502 863</b>	<b>520 636</b>	<b>469 418</b>	<b>513 479</b>	<b>572 164</b>	

#### Performance and Expenditure Trends

Expenditure increased from R316 647 million in 2014/15 to R520 636 million in 2017/18. The budget declines by 5.8 per cent to R490 367 million in the 2018/19 due to baseline reductions. Compensation of Employees (CoE) expenditure increased from R124 111 million in 2014/15 to R179 576 million in 2017/18. In 2018/19, the budget decreases by 5.8 per cent to R169 215 million due to the efficient management of overtime and other personnel related services. Goods and Services expenditure increased from R162.984 million in 2014/15 to a revised estimate of R241 061 million in 2017/18. In 2018/19, the budget decreases by 6.5 per cent to R225 472 million because of baseline reductions. Transfers and Subsidies expenditure grew from R29.401 million in 2014/15 to a revised estimate of R86.489 million in 2017/18. In 2018/19, the budget increases by 5.8 per cent to R91 506 million to accommodate inflationary price increases.

## PART C: LINKS TO OTHER PLANS

### 5. Long-term Infrastructure and Other Capital Plans

#### Long-term Infrastructure Planning

##### Purpose

The purpose of long term infrastructure planning, as embodied in the User Asset Management Plan (UAMP), is to develop a framework that translates policy decisions and strategic priorities into budgeted infrastructure intervention programmes. The plan thus addresses the total lifecycle of infrastructure provision, namely planning, procurement, construction, rehabilitation, maintenance and disposal.

##### Objectives

The objectives of the UAMP are:

- To identify infrastructure needs, comprising improvements and maintenance, based on reliable asset data (as captured in the EFMS Property Register), population dynamics and strategic objectives
- To quantify and prioritise the Department's infrastructure improvements and interventions
- To articulate the Department's approach to the implementation of the regulations relating to Minimum Uniform Norms & Standards for Public School Infrastructure
- To determine the necessary budgetary needs, and to motivate the budget requirements and funding proposals accordingly
- To communicate to external and internal stakeholders the intentions of the ECDoE as far as its infrastructure delivery and management programmes are concerned
- To demonstrate responsible corporate governance in the use of public funds.

##### Key achievements from the previous year

- The infrastructure unit fully utilised its budget in 2017/18, which is a significant recovery since the under-expenditure of 2015/16.
- The infrastructure unit received an overall score of well over 60% in the Performance Based System, thereby securing access to the additional Incentive Grant 2018/19..
- The EFMS functionality has been enhanced in the past year to improve management oversight of under-performing areas and to align better with the Standard for Infrastructure Procurement and Delivery Management.
- EFMS2 has also been deployed, which has substantially improved the speed of the system and simplified navigation.
- The programme's governance structure has been amended to improve monitoring of IA performance and project communication.

##### Challenges from the previous year

##### Condition backlog

The condition of the Department's fixed assets is summarised below:

- Very poor - 4%
- Poor - 10%
- Fair - 39%
- Good- 42%
- Excellent - 5%

There is a maintenance backlog, which is currently estimated to be R5 billion.

In addition, industry norms indicate that an annual budget of at least 2% of the replacement value of the building should be made available for its maintenance. This translates to an annual maintenance budget requirement of almost R1,2 billion.

### Facilities backlog

The Regulations set out timeframes for the provision of the various categories of facilities required for a school. The estimated monetary value of the backlogs for each of the timeframes, in terms thereof, is summarised below:

Component	Cost ('000)
<b>Three Year Timeframe (Nov 2013 - Nov 2016)</b>	
No basic services (water, sanitation & electricity) and schools comprising entirely of inappropriate structures	R2 698
<b>Seven Year Timeframe (Nov 2013 - Nov 2020)</b>	
Classrooms, inappropriate structures, insufficient basic services, fencing & security, connectivity	R17 014
<b>Ten Year Timeframe (Nov 2013 - Nov 2023)</b>	
Multipurpose classrooms, libraries, laboratories, computer labs	R11 058
<b>Seventeen Year Timeframe (Nov 2013 - Nov 2030)</b>	
Administration areas, nutrition centres, parking bays, sports fields	R26 283
<b>Total</b>	<b>R62 661</b>

### Rationalisation & re-alignment

The current rationalisation and re-alignment process will have a significant effect on the delivery programme for the medium term. These processes require intensive consultation with the affected communities, and hence affect long term planning and increased budgetary requirements.

### Resource requirements for 2018/19

The infrastructure units resource requirements will largely be met when the outstanding posts have been filled. However, there are additional resource requirements that are not adequately covered in the structure, and these will be addressed in the new organogram. The issues of working tools such laptops (with the necessary software and connectivity), vehicles for works inspectors and sufficient office space for the unit's personnel are to be adequately addressed.

### Currency of condition assessments

The Department had 5 374 operational public ordinary schools at the end of 2017/18. The condition of each of the assets was assessed, either by DBE in 2013/14 or the Department itself in 2014/15. This has enabled the Department to determine the extent of both the maintenance backlog (in terms of condition) and the facilities backlog (in terms of the Regulations relating to Minimum Uniform Norms & Standards for Public School Infrastructure). However, this information is now becoming outdated – GIAMA requires that an asset is assessed at least every 5 years.

### Planned initiatives for 2018/19

#### Maintenance

The ECDOE aims to improve maintenance identification, prioritisation and budgeting, improved maintenance planning & implementation, especially through the use of framework contracts and to develop a range of maintenance strategies, in line with national maintenance guidelines.



### **Updating the currency of condition assessment data**

As indicated earlier, condition assessments were done at all schools in the Province. The challenge is now to maintain the currency of the data. The strategy of the Department is to develop a strong cadre of Works Inspectors who are trained in the use of software and quality control, supplemented by the procurement of a framework contract for undertaking condition assessments.

### **Internal resourcing**

The Department has not been able to attract its full complement of infrastructure technical & professional resources. This will be pursued further now that the requirements for programme managers have been relaxed. Interim support is also being procured via national structures.

### **Compliance enforcement**

Up to date data and documentation on the EFMS (primary data source for audit) has been challenging. The infrastructure unit is enforcing requirements for payment of invoices to ensure the availability of supporting documentation and compliance with procurement regulations. This is to obviate any expenditure that can potentially be classified as irregular during the audit process

## 6. Conditional Grants

### 6.1. National School Nutrition Programme

<b>Name of Grant</b>	<b>National School Nutrition Programme</b>
<b>Purpose</b>	To provide a nutritious meal to all targeted learners on every school day.
<b>Performance Indicator</b>	Number of schools in Quintiles 1-3 Public Primary and Secondary schools as well as targeted Special Schools that are provided with a nutritious meal on every school day.
<b>Continuation</b>	In terms of the Business Plan, the Grant anticipated end date is 2010/2021.
<b>Motivation</b>	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.

### 6.2. HIV and AIDS

<b>Name of Grant</b>	<b>HIV and AIDS (Life Skills Education)</b>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>To support South Africa's HIV prevention strategy by increasing sexual and reproductive knowledge, skills and appropriate decision-making amongst learners and educators.</li> <li>To mitigate the impact of HIV and TB by providing a caring, supportive and enabling environment for learners and educators.</li> <li>To ensure the provision of a safe, right based environment in schools that is free of discrimination, stigma and any form of sexual harassment/abuse.</li> <li>To reduce the vulnerability of children to HIV, TB and STI infection, with a particular focus on orphaned and vulnerable children.</li> </ul>
<b>Performance indicator</b>	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.
<b>Continuation</b>	Funding of the grant is guaranteed until 2021
<b>Motivation</b>	HIV and AIDS prevalence remains extremely high in South Africa especially the HIV infection rate amongst young girls and women aged 15-24 of which the age group 15 – 19 is learners in our schools.

### 6.3. Expanded Public Works Programme (EPWP) Grant

#### 6.3.1. EPWP Integrated Incentive Grant

<b>Name of Grant</b>	<b>EPWP Integrated Incentive Grant</b>
<b>Purpose</b>	To incentivise provincial department to expand work creation efforts through the use of labour intensive delivery methods in the following identified focus areas, in compliance with the Expanded Public Works Programme (EPWP) guidelines: <ul style="list-style-type: none"> <li>Maintenance of buildings</li> <li>Waste management</li> <li>Other economic and social infrastructure.</li> </ul>
<b>Performance indicator</b>	<ul style="list-style-type: none"> <li>Number of Full Time Equivalent(FTE's) employed</li> <li>Number of youth to be employed</li> <li>Number of women to be employed</li> <li>Number of disabled people to be employed</li> <li>Number of people to be trained in various skills</li> <li>Community empowerment and development</li> </ul>
<b>Continuation</b>	Funding of the EPWP incentive grant is based on fulltime equivalent work opportunities created and reporting on the Integrated Reporting System
<b>Motivation</b>	To develop local communities

### 6.3.2. EPWP Social Sector Incentive Grant

<b>Name of Grant</b>	<b>EPWP Social Sector Incentive Grant</b>
<b>Purpose</b>	To incentivise Provincial Social Sector Department identified in 2017 Social Sector EPWP log frame. To increase work opportunities by focusing on the strengthening and expansion of Social Sector programmes that have employment potential
<b>Performance indicator</b>	<ul style="list-style-type: none"> <li>• 964 Full Time Equivalents (FTE's) to be created.</li> <li>• Number of work opportunities to be created through the EPWP</li> <li>• Number of people with disabilities or special needs to be employed</li> <li>• Number of accredited training programmes to be conducted</li> <li>• Number of people to be employed</li> </ul>
<b>Continuation</b>	Funding of the EPWP Social Sector Incentive grant is based on fulltime equivalent work opportunities created and reporting on the Integrated Reporting System
<b>Motivation</b>	To develop local communities

### 6.4. Mathematics, Science and Technology (MST) Grant

<b>Name of Conditional Grant</b>	<b>Mathematics, Science and Technology (MST) Grant</b>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>• To provide resources to learners, teachers and schools for improvements of Maths, Science and Technology teaching and learning in selected public schools</li> <li>• To improve achievement of learner participation and success rate, teacher demand, supply, utilisation, development and support, resourcing and partnerships consistent with targets set in the Action Plan 2019 and National Development Plans</li> </ul>
<b>Performance indicator</b>	<ul style="list-style-type: none"> <li>• Improvement of learner performance in Maths, Science and Technology subjects</li> <li>• To improve access, efficiency, quality and equity in Mathematics, Science and Technology Education in the country.</li> </ul>
<b>Continuation</b>	Funding of the grant is guaranteed by the Department of Basic Education up to 2017/18 financial year.
<b>Motivation</b>	To improve achievement of learner participation and success rate, teacher demand, supply, utilisation, development and support, resourcing and partnerships consistent with targets set in the Action Plan 2019 and National Development Plans

### 6.5. Infrastructure Grant

<b>Name of Grant</b>	<b>Infrastructure Grant</b>
<b>Purpose</b>	To provide and maintain infrastructure facilities for the administration and schools
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Number of public ordinary schools to be provided with water supply.</li> <li>• Number of public ordinary schools to be provided with electricity supply.</li> <li>• Number of public ordinary schools to be supplied with sanitation facilities.</li> <li>• Number of classrooms to be built in public ordinary schools.</li> <li>• Number of specialist rooms to be built in public ordinary schools (laboratories, stock rooms, sick bay, kitchen, etc.)</li> </ul>
<b>Continuation</b>	Funding will continue until 2021
<b>Motivation</b>	To reach minimum infrastructure functionality in all schools

## 6.6. Learners with Profound Intellectual Disabilities

<b>Name of Grant</b>	<b>Learners with Profound Intellectual Disabilities</b>
<b>Purpose</b>	To provide the necessary support, resources and equipment to identified care centres and schools for the provision of education to children with Severe to Profound Intellectual Disabilities (SPID)
<b>Performance Indicator</b>	Number of Children/ Learners with Severe to Profound Intellectual Disability (C/LSPID) who utilise the Learning Programme for C/LSPID
<b>Continuation</b>	Funding of the grant is guaranteed by the Department of Basic Education up to 2019/20 financial year.
<b>Motivation</b>	To improve the number of children of school-going age with severe to profound intellectual disability who are enrolled and are participating in the Learning Programme for C/LSPID

## 7. Public entities

None

## 8. Public-private partnerships

None

## Annexure A: Technical Indicator Descriptions for Programme Performance Measures

### Programme 1: Administration Standardised Programme Performance Measures

Programme 1: Administration	
Standardised Programme Performance Measure	
<b>Indicator title</b>	<b>PPM 101: Number of public schools that use the South African Schools Administration and Management Systems (SA-SAMs) to electronically provide data</b>
<b>Short definition</b>	Public schools in all provinces are expected to phase in usage of electronic data systems to record and report on their data. The systems are not limited to the South African Schools Administration and Management System (SA-SAMs) but could include third party or other providers. This performance measure tracks the number of public schools that use electronic systems to provide data. Public Schools: Refers to ordinary and special schools. It excludes independent schools.
<b>Purpose/importance</b>	To measure improvement in the ability to provide data from schools in the current financial year.
<b>Policy linked to</b>	National Education Information Policy
<b>Source/collection of data</b>	Primary Evidence: Provincial EMIS/ data warehouse Secondary Evidence: Database with the list of schools that use any electronic school admin system
<b>Means of verification</b>	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse (This should include EMIS no., District and name of schools).
<b>Method of calculation</b>	Count the total number of public schools that use the SA-SAMs to provide data. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.
<b>Data limitations</b>	Uploading of incomplete or incorrect (human error) information
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Quarterly
<b>New indicator</b>	No
<b>Desired performance</b>	All public ordinary schools must be able to collect and submit data electronically. On or above target.
<b>Indicator responsibility</b>	EMIS Directorate

Programme 1: Administration	
Standardised Programme Performance Measure	
<b>Indicator title</b>	<b>PPM 102: Number of public schools that can be contacted electronically (email)</b>
<b>Short definition</b>	Number of public schools that can be contacted electronically particularly through emails or any other verifiable means e.g. Human Resource Management Systems (HRMS). Public Schools: Refers to ordinary and special schools. It excludes independent schools.
<b>Purpose/importance</b>	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 in the current financial year.
<b>Policy linked to</b>	National Education Information Policy
<b>Source/collection of data</b>	Provincial EMIS/ data warehouse/ICT database
<b>Means of verification</b>	Master-list of schools (EMIS No, Name of a school and email address e.g. HRMS user access reports).
<b>Method of calculation</b>	Count the total number of public schools that can be contacted electronically. The totals of the four quarters are added and averaged to provide the annual total. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non- cumulative
<b>Reporting cycle</b>	Quarterly
<b>New indicator</b>	No
<b>Desired performance</b>	All public schools to be contactable through emails or any other verifiable means. On or above target.
<b>Indicator responsibility</b>	IT Directorate

<b>Programme 1: Administration</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 103: Percentage of education expenditure going towards non-personnel items</b>
<b>Short definition</b>	This indicator measures the total expenditure (budget) on non-personnel items expressed as a percentage of total expenditure in education. Education Expenditure: Refers to all government non-personnel education expenditure (inclusive of all sub-sectors of education including special schools, independent schools and conditional grants). This indicator looks at the total budget, inclusive of capital expenditure, transfers and subsidies.
<b>Purpose/importance</b>	To measure education expenditure on non-personnel items in the financial year under review.
<b>Policy linked to</b>	PFMA
<b>Source/collection of data</b>	Basic Accounting System (BAS) system
<b>Means of verification</b>	Annual Financial Reports
<b>Method of calculation</b>	Numerator: total education expenditure (budget) on non-personnel items Denominator: total expenditures at the end of the financial year in education Multiply by 100.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	To decrease personnel expenditure and ensure that more funds are made available for non-personnel items. On or below target i.e. more funds spent on non-personnel items than anticipated.
<b>Indicator responsibility</b>	Office of the Chief Financial Officer

<b>Programme 1: Administration</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 104: Percentage of schools visited at least twice a year by District officials for monitoring and support purposes.</b>
<b>Short definition</b>	Number of schools visited by district officials for monitoring, and support. This includes visits to public ordinary schools, special schools and excludes visits to independent schools. District officials include all officials from education district office and circuits visiting schools for monitoring and support purposes.
<b>Purpose/importance</b>	To measure support given to schools by the district officials in the financial year under review.
<b>Policy linked to</b>	SASA and MTSF
<b>Source/collection of data</b>	District officials signed schools schedule and schools visitor records or schools visit form.
<b>Means of verification</b>	Reports on the number of schools visited by district officials.
<b>Method of calculation</b>	Numerator: total number of schools visited at least twice a year Denominator: total number of schools Multiply by 100
<b>Data limitations</b>	None
<b>Type of indicator</b>	Input
<b>Calculation type</b>	Non-Cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	All schools that need assistance to be visited per quarter by district officials for monitoring, support and liaison purposes. On or above target.
<b>Indicator responsibility</b>	Institutional Management, Development & Governance (IMD&G) Chief Directorate

**Programme 1: Administration**  
**Non-Standardised Programme Performance Measures**

<b>Programme 1: Administration</b>	
<b>Non-Standardised Programme Performance Measures</b>	
<b>Indicator title</b>	<b>PPM 105: Percentage of 7 to 15 year olds attending education institutions</b>
<b>Short definition</b>	The percentage of children 7 to 15 years old in the province attending any school or educational institution (this refers to Public Ordinary Schools, Special Schools and Independent Schools).
<b>Purpose/importance</b>	To measure the extent to which children of compulsory school going age are attending schools as expressed in the Constitution.
<b>Policy linked to</b>	Constitution, South African Schools Act and National Education Policy Act.
<b>Source/collection of data</b>	Primary Source: Statistics South Africa (STATSSA) for the number of learners of schools going age in the province and provincial learner records for the number of learners. The General Household Survey (GHS) information for the year in progress will be used as the denominator and will be supplied by DBE. Secondary Source: n/a
<b>Means of verification</b>	STATSSA records and General Household Survey (GHS) – Supplied by DBE Provincial Department of Education learner records as extracted from SA-SAMS
<b>Method of calculation</b>	Numerator: total number of learners between the ages of 7 and 15 who are attending schools in the province Denominator: total number of learners between the ages of 7 and 15 who are in the province according to STATSSA Multiply by 100
<b>Data limitations</b>	Data from STATSSA is based on sampling; denominator and numerator are from different data sources, one of which is an external source i.e. STATSSA and population mobility and the other is an internal source. The data which will be provided will be from different dates.
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	All learners of compulsory school going age are attending school.
<b>Indicator responsibility</b>	Directorate: EMIS section

<b>Programme 1: Administration</b>	
<b>Non-Standardised Programme Performance Measures</b>	
<b>Indicator title</b>	<b>PPM 106: Percentage of learners having access to information through (a) Connectivity (other than broadband); and (b) Broadband</b>
<b>Short definition</b>	To measure the percentage of learners in public schools where the department provides access to the internet for learners.
<b>Purpose/importance</b>	To ensure that ICT can be used for improved learning and teaching in an effective manner and allow learners to gain access to information via the internet to assist them in learning and assessment.
<b>Policy linked to</b>	NDP; MTSF; and White Paper on E-Education.
<b>Source/collection of data</b>	Primary Source: Database of schools kept by ICT section where the Department pays for connectivity and/or broadband access. Secondary Source: n/a
<b>Means of verification</b>	Annual audit of the number of schools provided with broadband or any other internet connectivity access in the year under review; and Report with a list of schools with broadband/connectivity in the year under review.
<b>Method of calculation</b>	Numerator: total number of learners in public schools provided with connectivity/ broadband in the year under review. Denominator: total number of learners in all public schools Multiply by 100
<b>Data limitations</b>	None
<b>Type of indicator</b>	Input
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Quarterly
<b>New indicator</b>	Yes
<b>Desired performance</b>	All learners have access to internet connection to be able to access information that may assist them in the completion of learning and assessment assignments. Note: Connectivity, including Broadband refers to telecommunication in which a wide band of frequencies is available to transmit information and enables a large number of messages to be communicated simultaneously. In the context of internet access, broadband is used to mean any high speed internet access that is always on and faster than traditional dial-up access. This can be achieved through fixed cable and DSL internet services or through fixed wireless broadband services, such as mobile wireless broadband where a mobile card is purchased for a modem or laptop and users connect to the internet through cell phone towers. Note that although not all learners might have personal access to IT devices, the benefit will accrue through the access provided to the teaching staff.
<b>Indicator responsibility</b>	Directorate: ICT



<b>Programme 1: Administration</b>	
<b>Non-Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 107: The percentage of school principals rating the support services of districts as being satisfactory</b>
<b>Short definition</b>	Percentage of school principals rating the support services of districts as being satisfactory.
<b>Purpose/importance</b>	To measure how principals view the support provided to their schools by Circuit Managers and Subject Advisors.
<b>Policy linked to</b>	SASA, MTSF, District Policy
<b>Source/collection of data</b>	Primary Source: Sample Survey Secondary Source: Database of school principals participating in the survey
<b>Means of verification</b>	School Survey on District Support.
<b>Method of calculation</b>	Numerator: total number of school principals expressing satisfaction Denominator: total number of principals participating in the survey Multiply by 100
<b>Data limitations</b>	Schools not participating in survey
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	Yes
<b>Desired performance</b>	Schools should receive full support from education districts in management and governance as well as curriculum provision to ensure that all schools provide quality basic education across the province.
<b>Indicator responsibility</b>	Directorate: Quality Assurance, Standards, Monitoring and Evaluation

**Programme 2: Public Ordinary School Education  
Standardised Programme Performance Measures**

<b>Programme 2: Public Special School Education</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 201: Number of full service schools servicing learners with learning barriers</b>
<b>Short definition</b>	<p>Number of public ordinary schools that have been converted to full service schools. Full-service schools: are public ordinary schools that are specially resourced, converted and orientated to provide quality education to all learners by supplying the full range of learning needs in an equitable manner. These schools serve mainstream learners together with those experiencing moderate learning barriers. By resources it means the school must have all the facilities and LTSM must be available for the educator to provide equitable learning.</p> <p>By converted it means the infrastructure, school building and classrooms must be accessible to all learners and teachers. This may differ from school to school according to needs and to the possibilities for conversion at a particular school. All new schools to be built to ensure universal accessibility.</p> <p>By oriented it is referred to teachers must be oriented to ensure differentiated teaching and assessment as well as adaptation of LTSM.</p> <p>By Equitable the department refer to teaching and learning that takes place is the same for every learner irrespective of their disability or differences in learning style or pace.</p>
<b>Purpose/importance</b>	To measure access to public ordinary schools by learners with learning barriers in the current financial year.
<b>Policy linked to</b>	White Paper 6, Guidelines for Full Service Schools
<b>Source/collection of data</b>	<p>Inclusive Education schools database</p> <p>Primary Evidence: Inclusive Education schools database supported with signed off letters to each school designating it as a full service school. Database of identified schools with progress against national criteria (each province will provide the list of criteria)</p> <p>Secondary Evidence: List of schools and progress with regard to the conversion of the schools based on the criteria stipulated in the Guidelines for Full Service Schools/Inclusive Schools, 2009.</p>
<b>Means of verification</b>	List of public ordinary schools converted to full service schools.
<b>Method of calculation</b>	Count the total number of full service schools.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	To ensure that all special needs learners have access to schooling system and that selected public ordinary schools are able to accommodate these learners. On or above target.
<b>Indicator responsibility</b>	Inclusive Education Directorate

<b>Programme 2: Public Special School Education</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 202: The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade)</b>
<b>Short definition</b>	The appropriate age for children enrolled in Grade 4 is 10 years old. The 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 public ordinary schools.
<b>Purpose/importance</b>	This indicator measures the efficiency in the schooling system for example the impact of late entry into Grade 1, grade repetition, and dropping out.
<b>Policy linked to</b>	SASA and MTSF
<b>Source/collection of data</b>	Provincial data warehouse
<b>Means of verification</b>	Provincial data warehouse (e.g. EMIS)
<b>Method of calculation</b>	Numerator: number of 10 year old learners enrolled in Grade 4 and higher in public ordinary schools as on 31 March Denominator: number of 10 year old learners attending these schools regardless of grade as on 31 March. Multiply by 100
<b>Data limitations</b>	Lack of evidence of accurate date of birth
<b>Type of indicator</b>	Efficiency
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	High proportions of learners of appropriate age to be in the appropriate Grades at schools.
<b>Indicator responsibility</b>	EMIS Directorate

<b>Programme 2: Public Special School Education</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 203: The percentage of children who turned 12 in the preceding year and who are currently enrolled in Grade 7 (or a higher grade)</b>
<b>Short definition</b>	The appropriate age for children enrolled in Grade 7 is 13 years old. The number of learners who turned 12 in the previous year, is 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 public ordinary schools.
<b>Purpose/importance</b>	This indicator measures the efficiency in the schooling system for example the impact of late entry into Grade 1, grade repetition, and dropping out.
<b>Policy linked to</b>	South African Schools Act (SASA) and MTSF
<b>Source/collection of data</b>	Provincial data warehouse
<b>Means of verification</b>	Provincial data warehouse (e.g. EMIS)
<b>Method of calculation</b>	Numerator: number of 13 year old learners enrolled in Grade 7 and higher in public ordinary schools as on 31 March Denominator: total number of 13 year old learners attending these schools regardless of grade as on 31 March Multiply by 100
<b>Data limitations</b>	None
<b>Type of indicator</b>	Efficiency
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	High proportions of learners of appropriate age to be in the appropriate Grades at schools. On or above target.
<b>Indicator responsibility</b>	EMIS Directorate

<b>Programme 2: Public Special School Education</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 204: Number of schools provided with multi-media resources</b>
<b>Short definition</b>	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 includes both hardware and software and material which are both print and non-print material.
<b>Purpose/importance</b>	To measure the number of public ordinary schools 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 in the current financial year.
<b>Policy linked to</b>	South African Schools Act (SASA) and Library Information Service Guidelines
<b>Source/collection of data</b>	Primary Evidence: Library Information Service database Delivery notes kept at schools and district offices of media resources provided. Secondary Evidence: Database with list of schools and media resources provided.
<b>Means of verification</b>	List of schools provided with media resources including proof of deliveries (PODs) or other means of proof as defined at a provincial level
<b>Method of calculation</b>	Count the total number of schools that received the multi-media resources
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All schools to be provided with media resources. On or above target.
<b>Indicator responsibility</b>	Chief Directorate: Curriculum

<b>Programme 2: Public Special School Education</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 205: Learner absenteeism rate</b>
<b>Short definition</b>	Learner absenteeism is defined as a situation where a learner is not at school for an entire day.
<b>Purpose/importance</b>	The aim is to measure the percentage of days lost within a quarter in the current financial/academic year due to learner absenteeism
<b>Policy linked to</b>	South African Schools Act (SASA), Learner Attendance Policy
<b>Source/collection of data</b>	Learner attendance registers (manual/electronic)
<b>Means of verification</b>	Consolidated information gathered from Provincial data source.
<b>Method of calculation</b>	Numerator: total number of school days absent by learners per quarter Denominator: total number of school days per quarter multiplied by total number of learners Multiply by 100. (To be tested by PEDs)
<b>Data limitations</b>	Delay in the submission of the summary list of absent learners by schools without internet connections. Inadequate record-keeping by schools. Incorrect data capturing
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Quarterly
<b>New indicator</b>	No
<b>Desired performance</b>	High percentage of learners to attend schools regularly. On or below target i.e. fewer learners are absent than anticipated.
<b>Indicator responsibility</b>	EMIS Directorate

Programme 2: Public Special School Education	
Standardised Programme Performance Measure	
<b>Indicator title</b>	<b>PPM 206: Teachers absenteeism rate</b>
<b>Short definition</b>	Absence of a teacher, who should be at school teaching and whose absence from school has been recorded.
<b>Purpose/importance</b>	To measure the extent of teachers absenteeism in schools in order to develop systems to reduce and monitor the phenomenon regularly. The aim is to count learner days lost due to educator absenteeism in the current financial year.
<b>Policy linked to</b>	Employment of Educators Act (EEA)
<b>Source/collection of data</b>	Primary source: Attendance register and leave forms Secondary source: PERSAL/SAMS/ Provincial data warehouse
<b>Means of verification</b>	Database of educators recorded as absent from work/PERSAL.
<b>Method of calculation</b>	Numerator: total number of working days lost due to teachers absenteeism Denominator: total number of possible working days in a quarter Multiply by 100 This is a provincial average rate.
<b>Data limitations</b>	Delay in the submission of leave forms and the updating of PERSAL
<b>Type of indicator</b>	Efficiency
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Quarterly
<b>New indicator</b>	No
<b>Desired performance</b>	High percentage of teachers to be teaching at schools during school hours. On or below target i.e. absenteeism to be less than anticipated
<b>Indicator responsibility</b>	Directorate: Human Resource Administration

Programme 2: Public Special School Education	
Standardised Programme Performance Measure	
<b>Indicator title</b>	<b>PPM 207: Number of learners in public ordinary schools benefiting from the “No Fee Schools” policy</b>
<b>Short definition</b>	Number of learners attending public ordinary schools who are not paying any school fees in terms of “No fee schools policy”. The government introduced the no fee schools 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.
<b>Purpose/importance</b>	To measure access to free education in the current financial year.
<b>Policy linked to</b>	Constitution, South African Schools Act (SASA) and No fee schools Policy
<b>Source/collection of data</b>	Resource target and Provincial data warehouse
<b>Means of verification</b>	Resource targeting table (this could be known by different names in various other provinces)
<b>Method of calculation</b>	Count the number of learners registered in no-fee paying schools in line with “No Fee Schools Policy”.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All eligible learners to benefit from No Fee Schools Policy. Target met or exceeded.
<b>Indicator responsibility</b>	Office of the Chief Financial Officer

<b>Programme 2: Public Special School Education</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 208: Number of educators trained in Literacy/Language content and methodology</b>
<b>Short definition</b>	Teachers training and development is one of the top priorities in South African education guided and supported by the Strategic Planning Framework for Teachers 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. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content, assessment and duration.
<b>Purpose/importance</b>	Teacher development is conducted to improve content knowledge, pedagogy and the quality of teaching which impacts on learner performance in the classroom.
<b>Policy linked to</b>	Strategic Planning Framework for Teachers Education and Development
<b>Source/collection of data</b>	Attendance registers of teachers trained in the province
<b>Means of verification</b>	Human Resource Development or other provincial Database
<b>Method of calculation</b>	Count the total number of teacher trained in content and methodology in Literacy/Language
<b>Data limitations</b>	Quality of source documents
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All teachers in all phases to be trained in Literacy/Language content and methodology. Target for year to be met or exceeded.
<b>Indicator responsibility</b>	Chief Directorate: Curriculum Management

<b>Programme 2: Public Special School Education</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 209: Number of educators trained in Numeracy/Mathematics content and methodology</b>
<b>Short definition</b>	Teachers training and development is one of the top priorities in South African education guided and supported by the Strategic Planning Framework for Teachers 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. Provinces to supply own definition in terms of own context e.g. "Training" is defined as a course with defined content, assessment and duration.
<b>Purpose/importance</b>	Teacher development is conducted to improve content knowledge, pedagogy and the quality of teaching which impacts on learner performance in the classroom.
<b>Policy linked to</b>	Strategic Planning Framework for Teachers Education and Development
<b>Source/collection of data</b>	Registers of teachers trained in the province
<b>Means of verification</b>	Human Resource Development or other provincial Database
<b>Method of calculation</b>	Count the total number of teachers formally trained on content and methodology in Numeracy/Mathematics
<b>Data limitations</b>	Quality of source documents
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All teachers in all phases to be trained in Numeracy/Mathematics content and methodology. Target for year to be met or exceeded.
<b>Indicator responsibility</b>	Chief Directorate: Teacher Development

**Programme 2: Public Special School Education  
Non-Standardised Programme Performance Measures**

<b>Programme 2: Public Ordinary School Education</b>	
<b>Non-Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 210: The average hours per year spent by teachers on professional development activities</b>
<b>Short definition</b>	To measure the average hours per year spent by teachers on professional development activities, to ensure that teachers at all levels develop their teaching and learning skills to enhance curriculum delivery and assessment. Professional development is defined as training provided in a formal environment, for which teachers are registered (preferably as per Provincial Teacher Development Plan) and attendance recorded. Afternoon workshops may be included in this definition.
<b>Purpose/importance</b>	Teacher training and development is one of the top priorities in South African education guided and supported by the Integrated Strategic Planning Framework for Teachers Education and Development. Teachers are expected to undergo training aimed at improving their pedagogic and content knowledge and will also be encouraged to work together in professional learning communities to achieve better quality education.
<b>Policy linked to</b>	Integrated Strategic Planning Framework for Teachers Education and Development; and Skills Development Legislation.
<b>Source/collection of data</b>	Primary Source: Formal programme approved per departmental training course (indicating duration) published in the Provincial Teacher Development Prospectus AND signed attendance registers per course Secondary Source: Master list of attendees per course (indicating number of trainees and duration per attendee) AND consolidated report (indicating duration and attendance summary per course and yearly average)
<b>Means of verification</b>	Master list of attendees per course (indicating number of trainees and duration per trainee) Consolidated report (indicating duration and attendance summary per course and consolidated yearly average across all courses)
<b>Method of calculation</b>	Numerator: total number of hours spent by identified teachers in training provided by the Department Denominator: total number of identified teachers who were targeted for training workshops
<b>Data limitations</b>	Poor database management and incomplete attendance registers and non-submission of attendance registers by trainers
<b>Type of indicator</b>	Input
<b>Calculation type</b>	Non-Cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	Teachers show high commitment to teaching and learning and are equipped with excellent content knowledge and pedagogical skills to deliver the prescribed curriculum
<b>Indicator responsibility</b>	Chief Directorate: Teacher Development

<b>Programme 2: Public Ordinary School Education</b>	
<b>Non-Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 211: Number of teachers who have written the Self-Diagnostic Assessments</b>
<b>Short definition</b>	To ensure that teachers at all levels are able to identify gaps in their content knowledge in order for relevant teacher development to be provided.
<b>Purpose/importance</b>	Teachers training and development is one of the top priorities in South African education guided and supported by the Strategic Planning Framework for Teachers 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. The MTSF requires of teachers to test their content knowledge by voluntarily participating in anonymous and sample-based assessments to contribute towards relevant teacher development.
<b>Policy linked to</b>	MTSF and Strategic Planning Framework for Teachers Education and Development.
<b>Source/collection of data</b>	Primary Source: Completed self-diagnostic assessment forms per departmental training course published in the Provincial Teacher Development Prospectus and signed registers of teachers submitting completed forms per course Secondary Source: Master list of teachers who completed anonymous self-diagnostic assessment forms per course (indicating course and names and number of respondents) and consolidated report (indicating number of self-diagnostic assessment forms completed per course and in total across all courses)
<b>Means of verification</b>	Consolidated report (indicating number of self-diagnostic assessment forms completed per course and in total across all courses) Master list of teachers who completed anonymous self-diagnostic assessment forms per course (indicating course and names and number of respondents)
<b>Method of calculation</b>	Count the number of teachers who participated in the assessment.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	Yes
<b>Desired performance</b>	Identified teachers participate in anonymous self-assessments
<b>Indicator responsibility</b>	Chief Directorate: Teacher Development



<b>Programme 2: Public Ordinary School Education</b>	
<b>Non-Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 212: Percentage of teachers meeting required content knowledge levels after support</b>
<b>Short definition</b>	The percentage of teachers that show improved content knowledge in priority subjects after support. Priority subjects refers to Mathematics/Numeracy and Language/literacy. Note: Training needs identified are linked to a specific topic/item in the curriculum which determines the required content knowledge that is expected of the educator to have. Based on the training needs and the curriculum requirements, a support intervention is developed and delivered. To measure content knowledge, teachers will be expected to write assessments before and after training programmes/sessions.
<b>Purpose/importance</b>	To know if intervention programmes have a positive effect on educator content subject knowledge, and thereby to improve the quality of teaching and learning.
<b>Policy linked to</b>	Integrated Strategic Planning Framework for Teacher Education and Development; ELRC resolutions; and Skills Development Policy
<b>Source/collection of data</b>	Primary Source: Pre- and post-training assessment instruments completed by teachers attending per departmental training course published in the Provincial Teacher Development Prospectus AND signed attendance registers per course Secondary Source: Master list of pre- and post-training assessment results per course and consolidated report (indicating post-assessment performance in relation to the 80% standard per course and in total)
<b>Means of verification</b>	Consolidated report (indicating post-assessment performance per course and in total) Master list of pre- and post-training assessment results per course Checking of sample of completed pre- and post- assessment instruments against pre- and post-assessment results recorded on the master list and sample of results recorded against data presented in the consolidated report
<b>Method of calculation</b>	Numerator: total number of identified teachers in post training assessment. Denominator: total number of teachers who completed the post training assessment Multiply by 100
<b>Data limitations</b>	Teachers not always willing to complete pre-and post-training assessments and The indicator applies only to teachers with identified needs.
<b>Type of indicator</b>	Input
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	That the subject knowledge of teachers, on a particular topic in the curriculum, increases after training.
<b>Indicator responsibility</b>	Chief Directorate: Teacher Development

<b>Programme 2: Public Ordinary School Education</b>	
<b>Non-Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 213: Percentage of learners in schools with at least one educator with specialist training on inclusion</b>
<b>Short definition</b>	<p>The total number of learners in public ordinary schools with at least one educator with specialist training on inclusion expressed as a percentage of the total number of learners.</p> <p>Specialist training is defined as all teachers who have one of the following:</p> <p>A full Higher Education Institution (HEI) qualification in Inclusive Education, e.g. Postgraduate Diploma in Education, NQF Level 8 or Postgraduate Certificate in Education / Advanced Diploma, NQF Level 7 or Advanced Certificate of Education in Inclusive Education NQF level 6 or BEd and BEd Honours specialising in Inclusive Education; and/or</p> <p>Attainment of accredited Short Courses and/or SACE endorsed qualifications in two or more of the following: SIAS Policy, Curriculum Differentiation, Guidelines for Special Schools as Resource Centres, Guidelines for Full-Service Schools, SASL, Braille, and Curriculum Adaptation for Learners with Visual Impairment.</p>
<b>Purpose/importance</b>	To measure access to education for learners experiencing barriers to learning in the public ordinary schooling system.
<b>Policy linked to</b>	NDP; White Paper 6
<b>Source/collection of data</b>	<p>Primary Source: PERSAL</p> <p>Secondary Source: Attendance register of educators trained on inclusion (where applicable)</p> <p>List of all public ordinary schools with numbers of learners in those schools.</p>
<b>Means of verification</b>	List of public ordinary schools with numbers of learners where at least one educator was trained on inclusion according to the definition given above.
<b>Method of calculation</b>	<p>Numerator: total learner enrolment in public ordinary schools where there is at least one educator with specialist training on inclusion</p> <p>Denominator: total learner enrolment in public ordinary schools</p> <p>Multiply by 100</p>
<b>Data limitations</b>	Specialist qualification details might not be adequately specified/ documented.
<b>Type of indicator</b>	Input
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	To ensure that all learners in public ordinary schools have access to specialised learning support.
<b>Indicator responsibility</b>	Directorate: Inclusion and Special Schools Directorate

<b>Programme 2: Public Ordinary School Education</b>	
<b>Non-Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 214: Number and percentage of Funza Lushaka bursary holders placed in schools within six months upon completion of studies or upon confirmation that the bursar has completed studies</b>
<b>Short definition</b>	Measure the number of Funza Lushaka bursary holders appointed by schools, in the province in question, within six months of completion of studies. (April – July of 2017 academic year and January – March of the 2018 academic year) “Placed” is defined as: securing appointment at a school in a permanent capacity.
<b>Purpose/importance</b>	The basic education sector continues to experience problems attracting enough young and appropriately skilled people. The Funza Lushaka Bursary scheme is used to ensure that young people study towards an educator qualification aimed at scarce skills within the sector. These new entrants need to be absorbed in schools in provinces according to the requirements of the bursary scheme.
<b>Policy linked to</b>	NDP; and Funza Lushaka Policy
<b>Source/collection of data</b>	Primary Source: PERSAL Secondary Source: n/a
<b>Means of verification</b>	Data base of Funza Lushaka bursary holders
<b>Method of calculation</b>	Numerator: total number of Funza Lushaka bursary holders placed in schools within 6 months (April – July of 2017 academic year and January – March of the 2018 academic year) Denominator: total number of eligible (based on time of qualification), qualified Funza Lushaka bursary graduates Multiply by 100
<b>Data limitations</b>	Placement of graduates in other provinces impacts on the provision of comprehensive provincial data; and Adequate data not readily available to track the placement of Funza Lushaka bursars.
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non - cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	All Funza Lushaka bursary holders with the right qualifications and skills to be appointed in schools.
<b>Indicator responsibility</b>	Directorate: Human Resource Administration

<b>Programme 2: Public Ordinary School Education</b>	
<b>Indicator title</b>	<b>PPM 215: Number of qualified Grade R-12 teachers aged 30 and below, entering the public service as teachers for the first time during the financial year</b>
<b>Short definition</b>	The number of qualified teachers, aged 30 and below, being permanently/temporarily employed for the first time as teachers.
<b>Purpose/importance</b>	To ensure that young teachers are entering the workforce.
<b>Policy linked to</b>	School Post Provisioning Norms; Educators Employment Act (EEA); and Personnel Administration Measure (PAM)
<b>Source/collection of data</b>	Primary Source: PERSAL Secondary Source: n/a
<b>Means of verification</b>	List of teachers extracted from PERSAL
<b>Method of calculation</b>	Count the total number of educators in schools who are registered in the PERSAL system that are below 30 years of age and are first time permanently/temporarily employed during the period under review. If an annual target is reflected for a particular quarter, then the output reported for that quarter will be used as the annual output.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Input
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	The Department needs to ensure that a stream of young teachers enters the profession.
<b>Indicator responsibility</b>	Directorate: Human Resource Administration

<b>Programme 2: Public Ordinary School Education</b>	
<b>Non-Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 216: Percentage of learners who are in classes with no more than 45 learners</b>
<b>Short definition</b>	The total number of learners who are in classes with no more than 45 learners expressed as a percentage. "Classes" are defined as "Register Class".
<b>Purpose/importance</b>	To determine the extent of overcrowding in the classrooms
<b>Policy linked to</b>	South African Schools Act (SASA); School Post Provisioning Norms; Employment of Educators Act (EEA); Personnel Administration Measure (PAM); and Infrastructure Norms and Standards.
<b>Source/collection of data</b>	Primary Source: SASAMS Secondary Source: n/a
<b>Means of verification</b>	Class lists of registered classes Signed off declaration by Principal (manual/electronic)
<b>Method of calculation</b>	Numerator: total number of learners in register class size of no more than 45 learners. Denominator: total learner enrolment in public schools. Multiply by 100
<b>Data limitations</b>	The data may not be current/up to date
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	To prevent overcrowding and to provide adequate classroom space.
<b>Indicator responsibility</b>	Directorate: EMIS

<b>Programme 2: Public Ordinary School Education</b>	
<b>Non-Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 217: Percentage of schools where allocated teaching posts are all filled</b>
<b>Short definition</b>	The total number of schools where allocated teaching posts are all filled expressed as percentage of all schools. "Filled" is defined as having a permanent/temporary teacher appointed in the post. In the context of education temporary appointments are very much an inherent part of the appointment process.
<b>Purpose/importance</b>	To ensure that the availability and utilisation of teachers are such that there is a teacher in every class at all times.
<b>Policy linked to</b>	Post Provisioning Norms
<b>Source/collection of data</b>	PERSAL
<b>Means of verification</b>	PERSAL data; Post provisioning database; and Staff establishment of schools
<b>Method of calculation</b>	Numerator: total number of schools that have filled all their posts in accordance with their post provisioning norms allocation Denominator: total number of schools that received post provisioning norms allocation Multiply by 100
<b>Data limitations</b>	None
<b>Type of indicator</b>	Input
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	To ensure that all posts allocated are filled.
<b>Indicator responsibility</b>	Directorate: Human Resource Provisioning

<b>Programme 2: Public Ordinary School Education</b>	
<b>Non-Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 218: Percentage of learners provided with required textbooks in all grades and in all subjects per annum</b>
<b>Short definition</b>	The indicator is about tracking if each learner is in possession of a textbook in each subject in all grades whether printed textbook or e-textbook.
<b>Purpose/importance</b>	To ensure that each learner has a textbook for every subject.
<b>Policy linked to</b>	South African Schools Act (SASA); CAPS; and Norms and Standards for funding.
<b>Source/collection of data</b>	Primary Source: SAMS records (e.g. retrieval/ordering)/ record of learner level distribution list/issuing register/ordering electronic system Secondary Source:
<b>Means of verification</b>	SAMS retrieval system/ record of learner level distribution list/issuing register/ordering electronic system Invoices/ order slips/ delivery notes/ records of the procurement of textbooks.
<b>Method of calculation</b>	Numerator: total number of learners that have received textbooks for all subjects Denominator: total number of learners Multiply by 100
<b>Data limitations</b>	Not all schools will complete the book retrieval module on SAMS; The data regarding stock on hand will not be "absolute", given book loss, damage etc; Orders placed not for sufficient numbers of books; and Invoice notes not retained.
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	To ensure that all learners have textbooks for all subjects.
<b>Indicator responsibility</b>	Directorates: Procurement and LTSM

<b>Programme 2: Public Ordinary School Education</b>	
<b>Non-Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 219: Number and percentage of learners who complete the whole curriculum each year</b>
<b>Short definition</b>	To measure the percentage of learners who cover the curriculum for the current year on the basis of sample-based evaluations of records kept by teachers and evidence of practical exercises done by learners in identified subjects and grades. Monitoring of curriculum coverage will be done in Grades 3, 6, 9 and 12 for Mathematics and the Language of Learning and Teaching (LoLT).
<b>Purpose/importance</b>	The core business of the Department of Education is to deliver the curriculum to learners in all grades required by the Curriculum and Assessment Policy Statement (CAPS). Monitoring of curriculum coverage is done by instructional leadership at schools by HODs, Principals, Subject Advisors and Circuit Managers.
<b>Policy linked to</b>	SASA; MTSF; and CAPS
<b>Source/collection of data</b>	Primary source: SA-SAMS assessment results Secondary source: School based assessment records
<b>Means of verification</b>	School based assessment records
<b>Method of calculation</b>	Numerator: total number of learners in identified schools that covered the curriculum in the identified subjects and grades Denominator: total number of all learners in identified schools, subjects and grades Multiply by 100
<b>Data limitations</b>	Unreliable flow of data
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	All schools have covered the curriculum in all grades and subjects as required by CAPS
<b>Indicator responsibility</b>	Directorate: Curriculum
<b>Programme 2: Public Ordinary School Education</b>	
<b>Non-Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 220: Percentage of schools producing a minimum set of management documents at a required standard</b>
<b>Short definition</b>	This indicator measures the extent to which all schools adhere to good management practice by ensuring that the following minimum set of management documents are produced at the required standard, which means in line with the templates provided. The documents are: School Budget, School Improvement Plan, Annual Academic Report, attendance registers for educators and learners, Records of learner marks.
<b>Purpose/importance</b>	SASA and other educational policies prescribe certain management documents to be available and implemented at schools and are managed at least at a minimum standard across the country (templates provided).
<b>Policy linked to</b>	SASA; Whole School Evaluation Policy 2001; School Policy on Learner Attendance; and School Policy on Educator Attendance
<b>Source/collection of data</b>	Primary Source: List of schools with minimum set of management documents Secondary Source: Completed survey tool in the form of a checklist;
<b>Means of verification</b>	Monitoring tools and/or reports.
<b>Method of calculation</b>	Numerator: total number of Public ordinary schools with all identified management documents available Denominator: total number of all Public ordinary schools Multiply by 100
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	All schools must be able to produce minimum management documents
<b>Indicator responsibility</b>	Chief Directorate: IDM&G

<b>Programme 2: Public Ordinary School Education</b>	
<b>Non-Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 221: Number and Percentage of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year</b>
<b>Short definition</b>	The percentage of sampled schools where the School Governing Body (SGB) meets the minimum criteria in terms of effectiveness, i.e. where there is an elected SGB, a Constitution of the SGB in terms of membership, at least one SGB meeting per quarter was held and there was a parents' meeting where the budget was tabled (evidenced by attendance registers and minutes of meetings).
<b>Purpose/importance</b>	To ensure that all schools comply with the legislations and regulations that directs the functionality of School Governing Bodies towards parental involvement in education.
<b>Policy linked to</b>	The Constitution of the RSA Act; SASA (Section 20, 21, 34 – 44); Whole School Evaluation Policy 2001; and Promotion of Access to Information Act.
<b>Source/collection of data</b>	SGB Functionality Tool
<b>Means of verification</b>	The survey tool signed off by the official and the principal or representative.
<b>Method of calculation</b>	Numerator: total number of schools sampled in which the SGB meets the minimum criteria in terms of effectiveness (as defined above) Denominator: total number of sampled schools Multiply by 100
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	All schools have functional and effective SGB structures.
<b>Indicator responsibility</b>	Directorate: Management and Governance

<b>Programme 2: Public Ordinary School Education</b>	
<b>Non-Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 222: Percentage of schools with more than one financial responsibility on the basis of assessment</b>
<b>Short definition</b>	This indicator measures the total number of schools with more than one financial management function expressed as a percentage of the total number of schools.
<b>Purpose/importance</b>	To enable schools to operate autonomously.
<b>Policy linked to</b>	Amended National Norms and Standards for School Funding/ adequacy allocation for learners / PFMA / SASA
<b>Source/collection of data</b>	Primary Source: School Funding Norms and Standards database Secondary Source: n/a
<b>Means of verification</b>	Budget transfer documents (these documents list schools, number of learners, budget allocation and the functions allocated).
<b>Method of calculation</b>	Numerator: number of ordinary public schools that are given more than one financial management function as per Section 21 of SASA Denominator: total number of ordinary public schools Multiply by 100
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	All qualifying schools given the full set of financial management functions
<b>Indicator responsibility</b>	Chief Directorate: IDM&G

<b>Programme 2: Public Ordinary School Education</b>	
<b>Non-Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 223: Percentage of learners in schools that are funded at a minimum level</b>
<b>Short definition</b>	This indicator measures the total number of learners funded at a minimum level expressed as a percentage of the total number of learners in ordinary public schools.
<b>Purpose/importance</b>	To improve access to education.
<b>Policy linked to</b>	Amended National Norms and Standards for School Funding /adequacy allocation for learners.
<b>Source/collection of data</b>	Primary Source: School Funding Norms and Standards database. Secondary Source: n/a
<b>Means of verification</b>	Budget transfer documents (these documents list schools, number of learners and budget allocation per learner).
<b>Method of calculation</b>	Numerator: total number of learners enrolled at ordinary public schools that received their subsidies at or above the nationally determined per-learner adequacy amount Denominator: total number of learners enrolled in ordinary public schools Multiply by 100.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	All qualifying schools to be funded according to the minimum standards for public school funding.
<b>Indicator responsibility</b>	Chief Directorate: IDM&G



**Programme 3: Independent School Subsidies**  
**Standardised Programme Performance Measures**

<b>Programme 3: Independent School Subsidies</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 301: Percentage of registered independent schools receiving subsidies</b>
<b>Short definition</b>	Number of registered independent schools that are subsidised expressed as a percentage of the total number of registered independent schools. 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.
<b>Purpose/importance</b>	To improve access to education in the current financial year.
<b>Policy linked to</b>	Compliance with schools funding norms and standards for independent schools
<b>Source/collection of data</b>	Schools Funding Norms and standards database
<b>Means of verification</b>	Budget transfer documents (these documents list schools, number of learners and budget allocation).
<b>Method of calculation</b>	Numerator: total number of registered independent schools that are subsidised Denominator: total number of registered independent schools Multiply by 100
<b>Data limitations</b>	None
<b>Type of indicator</b>	Input
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	All qualifying independent schools to be subsidised and that subsidised independent schools must adhere to minimum standards for regulating Independent schools. Target for year to be met or exceeded.
<b>Indicator responsibility</b>	ESSS

<b>Programme 3: Independent School Subsidies</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM302: Number of learners at subsidised registered independent schools</b>
<b>Short definition</b>	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.
<b>Purpose/importance</b>	To improve access to education in the current financial year.
<b>Policy linked to</b>	Compliance with schools funding norms and standards for independent schools
<b>Source/collection of data</b>	Schools Funding Norms and standards database
<b>Means of verification</b>	Budget transfer documents (these documents list schools, number of learners and budget allocation).
<b>Method of calculation</b>	Count the total number of learners in independent schools that are subsidised
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All learners in qualifying independent schools to be subsidised. Target for year to be met or exceeded.
<b>Indicator responsibility</b>	ESSS

<b>Programme 3: Independent School Subsidies</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 303: Percentage of registered independent schools visited for monitoring and support</b>
<b>Short definition</b>	Number of registered independent schools visited by Provincial Education Department officials for monitoring and support purposes expressed as a percentage of the total number of registered independent schools. These include schools visits by Circuit Mangers, Subject Advisors and any official from the Department for monitoring and support.
<b>Purpose/importance</b>	To measure monitoring and oversight of independent schools by Provincial Education Departments in the current financial year.
<b>Policy linked to</b>	SASA and MTSF
<b>Source/collection of data</b>	Provincial Education Department officials, Circuit Managers and Subject Advisors signed schools schedule and schools visitor records or schools visit form.
<b>Means of verification</b>	Provincial Education Departments reports on the number of independent schools visited
<b>Method of calculation</b>	Numerator: total number of registered independent schools visited by Provincial Education Department officials for monitoring and support purposes Denominator: total number of registered independent schools Multiply by 100
<b>Data limitations</b>	None
<b>Type of indicator</b>	Input
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Quarterly
<b>New indicator</b>	No
<b>Desired performance</b>	All registered independent schools to be visited by Provincial Education Departments for oversight, monitoring, support and liaison purposes at least once a year.
<b>Indicator responsibility</b>	ESSS

**Programme 4: Public Special School Education  
Standardised Programme Performance Measures**

<b>Programme 4: Public Special School Education</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 401: Percentage of special schools serving as Resource Centres</b>
<b>Short definition</b>	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 neighbouring schools and is integrated into district based support team”.
<b>Purpose/importance</b>	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 in the current financial year.
<b>Policy linked to</b>	White Paper 6 and Guidelines to Ensure Quality Education and Support in Special Schools and Special Schools Resource Centres
<b>Source/collection of data</b>	Inclusive education database
<b>Means of verification</b>	List of Special Schools serving as resource centres
<b>Method of calculation</b>	Numerator: total number of special schools serving as resource centres Denominator: total number of special schools Multiply by 100
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All special schools to serve as resource centres. Target for year to be met or exceeded.
<b>Indicator responsibility</b>	Inclusive Education Directorate

<b>Programme 4: Public Special School Education</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 402: Number of learners in public special schools</b>
<b>Short definition</b>	Number of learners enrolled in special schools. Special School: Schools resourced to deliver education to learners 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.
<b>Purpose/importance</b>	To measure access to education for special needs children, to provide information for planning and support for special schools purposes
<b>Policy linked to</b>	White Paper 6
<b>Source/collection of data</b>	Provincial data warehouse
<b>Means of verification</b>	Declarations signed-off by principals when they submit completed survey forms or electronic databases and co-signed by the Circuit and District Managers (electronic or hardcopy)
<b>Method of calculation</b>	Count the total number of learners enrolled in public Special Schools.
<b>Data limitations</b>	Completeness and accuracy of survey forms or electronic databases from schools
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All learners with 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 to attend special schools.
<b>Indicator responsibility</b>	Inclusive Education Directorate

<b>Programme 4: Public Special School Education</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 403: Number of therapists/specialist staff in special schools</b>
<b>Short definition</b>	This indicator measures the total number of professional non-educator/specialist staff employed in public special schools. Professional non-educator staff is personnel who are classified as paramedics, social workers, therapists, nurses but are not educators. Note that although therapists, counsellors and psychologists are appointed in terms of the Employment of Educators Act these should all be included in the total.
<b>Purpose/importance</b>	To measure professional support given to learners and educators in public special schools
<b>Policy linked to</b>	White Paper 6
<b>Source/collection of data</b>	PERSAL database
<b>Means of verification</b>	PERSAL database
<b>Method of calculation</b>	Count the total number of professional non-educator staff employed in public special schools.
<b>Data limitations</b>	Completeness and accuracy of PERSAL information
<b>Type of indicator</b>	Input
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Quarterly
<b>New indicator</b>	No
<b>Desired performance</b>	All public special schools to have the requisite number of school based professionals staff
<b>Indicator responsibility</b>	Human Resource Provisioning

**Programme 5: Early Childhood Development  
Standardised Programme Performance Measures**

Programme 5: Early Childhood Development	
Standardised Programme Performance Measure	
<b>Indicator title</b>	<b>PPM 501: Number of public schools that offer Grade R</b>
<b>Short definition</b>	This indicator measures the total number of public schools (ordinary and special) that offer Grade R.
<b>Purpose/importance</b>	To measure provision of Grade R in public schools.
<b>Policy linked to</b>	White Paper 5
<b>Source/collection of data</b>	Provincial data warehouse
<b>Means of verification</b>	Signed-off declaration by Principal or District Manager (electronic or hardcopy) or other formal record as determined by the Province.
<b>Method of calculation</b>	Count the number of public schools (ordinary and special) that offer Grade R
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All public schools with Grade 1 to offer Grade R. Target for year to be met or exceeded.
<b>Indicator responsibility</b>	EMIS Directorate

Programme 5: Early Childhood Development	
Standardised Programme Performance Measure	
<b>Indicator title</b>	<b>PPM502: Percentage of Grade 1 learners who have received formal Grade R education</b>
<b>Short definition</b>	Number of Grade 1 learners in public schools who have attended Grade R in public ordinary and/or special schools and registered independent schools/ECD sites expressed as a percentage of total number of learners enrolled in Grade 1 for the first time, excluding learners who are repeating.
<b>Purpose/importance</b>	This indicator measures the readiness of learners entering the schooling system and records children who were exposed to Early Childhood Development stimuli in the prior financial year.
<b>Policy linked to</b>	White Paper 5 and MTSF
<b>Source/collection of data</b>	Provincial data warehouse
<b>Means of verification</b>	Signed-off declaration by Principal or District Manager (electronic or hardcopy). Provincial record systems
<b>Method of calculation</b>	Numerator: total number of Grade 1 learners in Public ordinary school who had formal Grade R in the previous year Denominator: total Grade 1 learners enrolled in public ordinary schools, for the first time, excluding learners who are repeating Multiply by 100
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All eligible children to attend Grade R in a given year. Target for year to be met or exceeded.
<b>Indicator responsibility</b>	EMIS Directorate

**Programme 5: Early Childhood Development  
Non-Standardised Programme Performance Measures**

<b>Programme 5: Early Childhood Development</b>	
<b>Non-Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 503: Number and percentage of Grade R practitioners with NQF level 6 and above qualification each year.</b>
<b>Short definition</b>	Increase the percentage of Grade R practitioners, with NQF Level 6, teaching in public schools in the province.
<b>Purpose/importance</b>	To have more Grade R practitioners with NQF Level 6 and above teaching Grade R in public schools and thereby improving the quality of teaching and learning.
<b>Policy linked to</b>	White Paper 5 on ECD; and MTSF
<b>Source/collection of data</b>	Primary Source: PERSAL Secondary Source: n/a
<b>Means of verification</b>	List of Grade R practitioners who teach Grade R in the province and their qualifications.
<b>Method of calculation</b>	Count the number of Grade R practitioners with NQF level 6
<b>Data limitations</b>	None
<b>Type of indicator</b>	Numerator: total number of practitioners with NQF 6 qualifications and above Denominator: total number of Grade R practitioners in public schools. Multiply by 100
<b>Calculation type</b>	Incomplete PERSAL files and records; SGBs appoint these practitioners and they may not always adhere to procedures as expected; and Primary data sources i.e. copies of qualifications may not be on file in these cases.
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	Yes
<b>Desired performance</b>	To increase the Percentage of employed Grade R practitioners with NQF Level 6 and above.
<b>Indicator responsibility</b>	Early Childhood Development (ECD) Directorate

**Programme 6: Infrastructure Development**  
**Standardised Programme Performance Measures**

<b>Programme 6: Infrastructure Development</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 601: Number of public ordinary schools provided with water supply</b>
<b>Short definition</b>	This indicator measures the total number of public ordinary schools provided with water. This includes water tanks or boreholes or tap water. This measure applies to addressing the backlogs that affect existing schools. It does not include provisioning for new schools.
<b>Purpose/importance</b>	To measure the plan to provide access to water in the year concerned in the current financial year.
<b>Policy linked to</b>	Schools Infrastructure Provision
<b>Source/collection of data</b>	NEIMS or School Infrastructure database
<b>Means of verification</b>	Completion certificates, practical completion certificates, work completion certificates.
<b>Method of calculation</b>	Count the total number of existing public ordinary schools that were provided with water in the year under review.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All public ordinary schools to have access to water. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to improvements to existing buildings and not new stock.
<b>Indicator responsibility</b>	Infrastructure Directorate

Programme 6: Infrastructure Development	
Standardised Programme Performance Measure	
<b>Indicator title</b>	<b>PPM 602: Number of public ordinary schools provided with electricity supply</b>
<b>Short definition</b>	This indicator measures the total number of public ordinary schools provided with electricity. This measure applies to existing schools and excludes new schools. Definition: Schools with electricity refers to schools that have any source of electricity including Eskom Grid, solar panels and generators.
<b>Purpose/importance</b>	To measure additional access to electricity provided in the current financial year.
<b>Policy linked to</b>	Schools Infrastructure Provision
<b>Source/collection of data</b>	NEIMS or School Infrastructure database
<b>Means of verification</b>	Completion certificate, practical completion certificates, works completion certificates.
<b>Method of calculation</b>	Count the total number of existing public ordinary schools that were provided with electricity in the year under review.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All public ordinary schools to have access to electricity. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to existing and not new stock.
<b>Indicator responsibility</b>	Infrastructure Directorate

Programme 6: Infrastructure Development	
Standardised Programme Performance Measure	
<b>Indicator title</b>	<b>PPM 603: Number of public ordinary schools supplied with sanitation facilities</b>
<b>Short definition</b>	This indicator measures the total number of public ordinary schools 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.
<b>Purpose/importance</b>	To measure additional access to sanitation facilities provided in the current financial year.
<b>Policy linked to</b>	Schools Infrastructure Provision
<b>Source/collection of data</b>	NEIMS or School Infrastructure database
<b>Means of verification</b>	Completion certificate, practical completion certificates, works completion certificates.
<b>Method of calculation</b>	Count the total number of public ordinary schools provided with sanitation facilities in the year under review.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All public ordinary schools to have access to sanitation facilities. Target for year to be met or exceeded. NB: Provinces in which this target has already been met and where this has been audited and confirmed will indicate "Not applicable" for this measure which refers solely to existing and not new stock.
<b>Indicator responsibility</b>	Infrastructure Directorate



<b>Programme 6: Infrastructure Development</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 604: Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools)</b>
<b>Short definition</b>	This indicator measures the number of classrooms built onto or provided to public ordinary schools. These are additional classrooms or mobile classrooms for existing schools. The measure excludes classrooms in new schools. This should also not include Grade R classrooms. Classrooms: Rooms where teaching and learning occurs, but which are not designed for special instructional activities. This indicator excludes specialist rooms.
<b>Purpose/importance</b>	To measure additional access to the appropriate learning environment and infrastructure in schools provided in the current financial year.
<b>Policy linked to</b>	Guidelines Relating to Planning for Public School Infrastructure
<b>Source/collection of data</b>	NEIMS or School Infrastructure database Completion certificates of existing schools supplied with additional classrooms. List of schools indicating classrooms delivered per school. The evidence could include province-specific items such as letters of satisfaction by the school, Works Completion Certificates etc.
<b>Means of verification</b>	Completion certificate or practical completion certificate. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc. The mobiles should be recorded in the Asset Registers, as per provincial norms.
<b>Method of calculation</b>	Count the total number of additional classrooms built or provided in existing schools.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All public ordinary schools to have adequate numbers of classrooms. Target for year to be met or exceeded.
<b>Indicator responsibility</b>	Infrastructure Directorate

<b>Programme 6: Infrastructure Development</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 605: Number of additional specialist rooms built in public ordinary schools (includes replacement schools).</b>
<b>Short definition</b>	This indicator measures the total number of additional specialist rooms built in public ordinary schools. These include additional specialist rooms in existing schools and those in new or replacement schools. This should not include Grade R classrooms. Specialist room is defined as a room equipped according to the requirements of the curriculum. Examples: technical drawing room, music room, metal work room. It excludes administrative offices and classrooms (as defined in PPM 604) and includes rooms such as laboratories. Note that although the school might decide to put the room to a different use from the specifications in the building plan it will still be classified as a specialist room for the purposes of this measure.
<b>Purpose/importance</b>	To measure availability and provision of specialist rooms in schools in order to provide the appropriate environment for subject specialisation through the curriculum in the current financial year.
<b>Policy linked to</b>	Guidelines Relating to Planning for Public School Infrastructure
<b>Source/collection of data</b>	NEIMS or School Infrastructure database or Completion certificates of schools supplied with specialist rooms or list of schools indicating specialist rooms delivered per school.
<b>Means of verification</b>	Completion Certificate. The room is built to the designated size. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
<b>Method of calculation</b>	Count the total number of specialist rooms built
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All public ordinary schools to have libraries, resource centre etc. Target for year to be met or exceeded.
<b>Indicator responsibility</b>	Infrastructure Directorate

Programme 6: Infrastructure Development	
Standardised Programme Performance Measure	
<b>Indicator title</b>	<b>PPM 606: Number of new schools completed and ready for occupation (includes replacement schools)</b>
<b>Short definition</b>	This indicator measures the total number of public ordinary schools built in a given year. These include both new and replacement schools built and completed.
<b>Purpose/importance</b>	To measure access to education through provision of appropriate schools infrastructure in the current financial year.
<b>Policy linked to</b>	Guidelines Relating to Planning for Public School Infrastructure
<b>Source/collection of data</b>	NEIMS or School Infrastructure database. Completion Certificate or practical completion certificate.
<b>Means of verification</b>	Completion Certificate or practical completion certificate. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
<b>Method of calculation</b>	Count the total number of new schools completed
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All children to have access to public ordinary schools with basic services and appropriate infrastructure. Target for year to be met or exceeded.
<b>Indicator responsibility</b>	Infrastructure Directorate

Programme 6: Infrastructure Development	
Standardised Programme Performance Measure	
<b>Indicator title</b>	<b>PPM 607: Number of new schools under construction (includes replacement schools)</b>
<b>Short definition</b>	This indicator measures the total number of public ordinary schools under construction includes replacement schools and schools being built. Under-construction means any kind of building work, such as laying of a building foundation, with construction workers on site and brick and mortar delivered.
<b>Purpose/importance</b>	To measure availability and provision of education through provision of more schools in order to provide the appropriate learning and teaching in the current financial year.
<b>Policy linked to</b>	Guidelines Relating to Planning for Public School Infrastructure
<b>Source/collection of data</b>	NEIMS or School Infrastructure database or Completion certificates of new schools
<b>Means of verification</b>	Supply Chain Management Documents or Procurement Documents
<b>Method of calculation</b>	Count the total number of schools under construction including replacement schools
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	Public ordinary schools to cater for learner numbers and meet required standards. In the year concerned the building targets should be met or exceeded so there are no lags in the provision of adequate accommodation.
<b>Indicator responsibility</b>	Infrastructure Directorate

<b>Programme 6: Infrastructure Development</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 608: Number of new or additional Grade R classrooms built (includes those in replacement schools).</b>
<b>Short definition</b>	This indicator measures the total number of classrooms built to accommodate Grade R learners.
<b>Purpose/importance</b>	To measure expansion of the provision of early childhood development in the current financial year.
<b>Policy linked to</b>	Guidelines on Schools Infrastructure
<b>Source/collection of data</b>	NEIMS or Infrastructure database completion certificates
<b>Means of verification</b>	Completion Certificate or practical completion certificate. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
<b>Method of calculation</b>	Count the total number of new or additional Grade R classrooms built.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All public ordinary schools with Grade 1 to have a Grade R classroom(s).
<b>Indicator responsibility</b>	Infrastructure Directorate

<b>Programme 6: Infrastructure Development</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 609: Number of hostels built</b>
<b>Short definition</b>	This indicator measures the number of hostels built in the public ordinary schools.
<b>Purpose/importance</b>	To measure access to education for learners who would benefit from being in a hostel in the current financial year.
<b>Policy linked to</b>	Guidelines on Schools Infrastructure
<b>Source/collection of data</b>	NEIMS or Infrastructure database Completion certificates of new schools
<b>Means of verification</b>	Completion Certificate or practical completion certificate The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
<b>Method of calculation</b>	Count the total number of additional hostels built in public ordinary schools
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All children to have access to education regardless of geographical location. Target for year to be met or exceeded.
<b>Indicator responsibility</b>	Infrastructure Directorate

<b>Programme 6: Infrastructure Development</b>	
<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 610: Number of schools where scheduled maintenance projects were completed</b>
<b>Short definition</b>	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.
<b>Purpose/importance</b>	To measure number of schools where scheduled maintenance was implemented and completed. 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.
<b>Policy linked to</b>	SASA
<b>Source/collection of data</b>	NEIMS or School Infrastructure database. Completion certificates.
<b>Means of verification</b>	Database of schools with scheduled maintenance completed. The evidence could include province-specific items such as letters of satisfaction provided by the school, Works Completion Certificates etc.
<b>Method of calculation</b>	Count the total number of schools with scheduled maintenance completed
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	Schools to be conducive for learning and teaching
<b>Indicator responsibility</b>	Infrastructure Directorate

**Programme 7: Examination and Education Related Services**  
**Standardised Programme Performance Measures**

Programme 7: Examination and Education Related Services	
Standardised Programme Performance Measure	
<b>Indicator title</b>	<b>PPM 701: Percentage of learners who passed National Senior Certificate (NSC)</b>
<b>Short definition</b>	This indicator measures the total number of NSC learners who passed in the National Senior Certificate (NSC) examination expressed as a percentage of the total number of learners who wrote the National Senior Certificate.
<b>Purpose/importance</b>	To measure the efficiency of the schooling system in the current financial year.
<b>Policy linked to</b>	MTSF and Examinations and Assessments
<b>Source/collection of data</b>	National Senior Certificate database
<b>Means of verification</b>	List of National Senior Certificate learners
<b>Method of calculation</b>	Numerator: total number of learners who passed NSC examinations Denominator: total number of learners who wrote the National Senior Certificate (NSC) Multiply by 100 The total includes learners in Programmes 2, 3 and 4. The figure used is based on the announcement of the Minister in January of each year.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	To increase the number of Grade 12 learners that are passing the NSC examinations.
<b>Indicator responsibility</b>	Examinations and Assessments Directorates

Programme 7: Examination and Education Related Services	
Standardised Programme Performance Measure	
<b>Indicator title</b>	<b>PPM 702: Percentage of Grade 12 learners passing at bachelor level</b>
<b>Short definition</b>	Number of learners who obtained Bachelor passes in the National Senior Certificate (NSC). Bachelor passes enables NSC graduates to enrol for degree courses in universities expressed as a percentage of the total number of learners who wrote NSC examinations.
<b>Purpose/importance</b>	To measure quality aspects of NSC passes in the current financial year.
<b>Policy linked to</b>	MTSF and Examinations and Assessments
<b>Source/collection of data</b>	National Senior Certificate database
<b>Means of verification</b>	List of National Senior Certificate learners
<b>Method of calculation</b>	Numerator: total number of Grade 12 learners who achieved a Bachelor pass in the NSC Denominator: total number of Grade 12 learners who wrote NSC examinations Multiply by 100 The figure used is based on the announcement of the Minister in January of each year.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	To increase the percentage of learners who are achieving Bachelor passes in the NSC examinations
<b>Indicator responsibility</b>	Examinations and Assessment Directorate

Programme 7: Examination and Education Related Services	
Standardised Programme Performance Measure	
<b>Indicator title</b>	<b>PPM 703: Percentage of Grade 12 learners achieving 50% or more in Mathematics</b>
<b>Short definition</b>	Number of Grade 12 learners passing Mathematics with 50% or more in the NSC examinations expressed as a percentage of the total number of learners who wrote Mathematics in the National Senior Certificate (NSC) examinations.
<b>Purpose/importance</b>	To measure efficiency in the schooling system with a focus on Mathematics as a key gateway subject in the current financial year.
<b>Policy linked to</b>	MTSF and Examinations and Assessments
<b>Source/collection of data</b>	National Senior Certificate database
<b>Means of verification</b>	List of National Senior Certificate learners
<b>Method of calculation</b>	Numerator: total number of Grade 12 learners who passed Mathematics in the NSC with 50% and more Denominator: total number of learners who wrote Mathematics in the NSC examinations Multiply by 100 The figure used is based on the announcement of the Minister in January of each year.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	To increase the number of NSC learners who are passing Mathematics with 50% and above
<b>Indicator responsibility</b>	Examinations and Assessment Directorate

Programme 7: Examination and Education Related Services	
Standardised Programme Performance Measure	
<b>Indicator title</b>	<b>PPM 704: Percentage of Grade 12 learners achieving 50% or more in Physical Sciences</b>
<b>Short definition</b>	Number of Grade 12 learners passing Physical Sciences with 50% or more in the National Senior Certificate (NSC) examinations expressed as a percentage of the total number of learners who wrote Physical Sciences in the NSC examinations.
<b>Purpose/importance</b>	To measure efficiency in the schooling system with a focus on Physical Sciences as a key gateway subject in the current financial year.
<b>Policy linked to</b>	MTSF and Examinations and Assessments
<b>Source/collection of data</b>	National Senior Certificate database
<b>Means of verification</b>	List of National Senior Certificate learners
<b>Method of calculation</b>	Numerator: total number of Grade 12 learners who passed Physical Sciences in the NSC with 50% and above Denominator: total number of learners who wrote Physical Science in the NSC examinations Multiply by 100 The figure used is based on the announcement of the Minister in January of each year.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	To increase the number of NSC learners who are passing Physical Sciences at 50% and above
<b>Indicator responsibility</b>	Examinations and Assessment Directorate

<b>Standardised Programme Performance Measure</b>	
<b>Indicator title</b>	<b>PPM 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above</b>
<b>Short definition</b>	This indicator measures the total number of secondary schools that have achieved a pass rate of 60% and above in the National Senior Certificate (NSC).
<b>Purpose/importance</b>	This indicator measures the quality of NSC passes as the sector wants to ensure that more Grade 12 learners obtain an NSC qualification in the current financial year.
<b>Policy linked to</b>	Action Plan to 2019 and CAPS
<b>Source/collection of data</b>	Primary Evidence: National Senior Certificate database Provincial database reconstructed to mirror national results. Secondary Evidence: NSC results as calculated by DBE in the NSC Report.
<b>Means of verification</b>	National Senior Certificate database
<b>Method of calculation</b>	Count the total number of schools with a pass rate of 60% and above in the NSC examinations. The figure used is based on the announcement of the Minister in January of each year.
<b>Data limitations</b>	None
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	All public ordinary schools to perform at 60% and above in the NSC
<b>Indicator responsibility</b>	Curriculum Branch and Assessment and Examinations Directorate (province may insert the more relevant Responsibility Manager)



## Annexure B: Glossary

### B.1. Acronyms

AET: Adult Education and Training
ANA: Annual National Assessments
CAPS: Curriculum and Assessment Policy Statements
CEM: Council of Education Ministers
DBE: Department of Basic Education
DEMIS: District Education Management Information System
ECD: Early Childhood Development
ECDOE: Eastern Cape Department of Education
EDO: Education Development Officers
EE: Employment Equity
EIG: Education Infrastructure Grant
EMIS: Education Management Information System
EPWP: Expanded Public Works Programme
FET: Further Education and Training
GET: General Education and Training
HEI: Higher Education Institution
HR: Human Resources
ICT: Information and Communication Technology
IMDG: Institutional Management Development and Governance
IQMS: Integrated Quality Management System
LSEN: Learners with Special Education Needs
LTSM: Learning and Teaching Support Materials
MPAT: Management Performance Assessment Tool
MST: Mathematics, Science and Technology
MTEF: Medium-Term Expenditure Framework
MTSF: Medium Term Strategic Framework
NCS: National Curriculum Statement
NDP: National Development Plan
NEPA: National Education Policy Act
NGO: Non-Governmental Organisation
NQF: National Qualifications Framework
NSC: National Senior Certificate
NSNP: National School Nutrition Programme
OHSA: Occupational Health and Safety Act
PDP: Provincial Development Plan
PFMA: Public Finance Management Act
PILIR: Policy on Incapacity Leave and Ill-Health Retirement
PMDS: Performance Management and Development System
PPI: Programme Performance Indicator
PPM: Programme Performance Measure
RCL: Representative Council of Learners
SACE: South African Council for Educators
SDM: Service Delivery Model
SA-SAMS: South African School Administration and Management System
SASL: South African Sign Language
SASMEQ: Southern and Eastern African Consortium for Monitoring Educational Quality
SAQA: South African Qualifications Authority
SASA: South African Schools' Act
SETA: Sector Education and Training Authority
SGB: School Governing Body
SDM: Service Delivery Model
SID: Severly Intellectually Disabled
SITA: State Information Technology Agency
SMT: School Management Team
TIMSS: Trends in International Mathematics and Science Studies
U-AMP: User Asset Management Plan
WSE: Whole-School Evaluation

## B.2 Glossary of Definitions/Terms

**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 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.27 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 who is responsible for 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 prescribed 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.

**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.

**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.

**Education 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.

**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.

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

**National School Nutrition Programme:** (Also called the **School Nutrition Programme**) is one of Government’s poverty alleviation initiatives and provides one nutritious meal on school days to learners in Quintile 1 to 3 public schools.

**No-Fee schools:** Schools classified in Quintiles 1 to 3 where parents of learners are not obliged to pay any schools fees.

**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.

**Quintiles:** Public Ordinary Schools country-wide have been classified into 5 quintiles (a quintile represents a fifth or 20% of the total) with Quintile 1 being the poorest and Quintile 5 the least poor.

**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 is implemented through SASAMS

**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 grades R to 12, 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 and includes rooms such as laboratories.

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