

## **Appendix 1**

### **Outcome 1: Quality Basic Education**

#### **1. National Development Plan (NDP) 2030 Vision and Trajectory**

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. Education then becomes an important instrument in equalising individuals' life chances, ensuring economic mobility and success and advancing our key goals of economic growth, employment creation, poverty eradication and the reduction of inequality. Basic education, comprising Early Childhood Development (ECD) (for children age 0 to 4) and school education (starting with Grade R at age 5 up to Grade 12), forms the bedrock of the education system.

Enrolment of learners aged 5 to 15 (compulsory school age) is now nearly universal with enrolment of black children in this age group having increased to 99% by 2011. However, coverage of young children in the ECD system – in spite of a massive expansion of access to Grade R - is too low and too few learners complete Grade 12. In 2011 86% of Africans were enrolled at school but only 44% of African 23 to 24 year olds had attained matric.<sup>1</sup> In addition, a range of assessments – the Annual National Assessment for grades 3, 6 and 9, international tests and the matriculation examination - confirm that quality, in terms of cognitive achievement of learners, is very inadequate. Twenty years into democracy large inequalities remain in terms of the quality of education to which children have access. Lower income African children suffer the most.

To address these challenges, and building on recent sector plans, the NDP sets enrolment (improved learner retention) and quality (improved outcomes) targets for 2030 and the framework for actions and strategies to realise these. The MTSF sets targets for the next five years: All children between ages 7 and 15 should be in school, increasingly learners should be in class groups appropriate to their age (65% in 2019, 80% in 2030) and, also by 2019, 80% of each age cohort should receive either a National Senior Certificate or an alternative vocational or further education and training qualification. Quality targets for 2019 are that 75% of learners tested in Grades 3, 6, and 9 should achieve above 50% in both literacy and numeracy and that the number of matriculants who qualify to access university should have increased to 250 000 (from 172 000 in 2013) and there should be commensurate increases in the number passing Mathematics and Physical Science.

These are challenging targets but outcomes are moving in the right direction. While more children have reached Grade 9 (from 80% of the cohort in 2002 to 85% in 2011) the South African average performance in the Trends in International Mathematics and Science Study (TIMSS)

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<sup>1</sup> Data in this paragraph from Department of Basic Education (2013). The internal efficiency of the school system. Pretoria: DBE.

(Grade 9s) has increased from 285 to 352 between 2002 and 2011 (the world average is 500). There are also positive signs at the Grade 12 level with the number qualifying for university entrance having increased from 110 000 in 2009 to 172 000 in 2013.<sup>2</sup>

## **2. Constraints and strategic approach**

There has been remarkable progress over the last two decades in equalising state spending on education between rich and poor. Yet, the quality of resources available to schools remains inadequate and outcomes very unequal.

Schools and facilities in poorer communities are not up to standard, learner support material is not sufficiently available and teachers are often not well-supported and motivated. Poor communities are unable to support their schools and School Governing Bodies (SGBs) to the same extent as in wealthier communities. In many cases what resources are available are not used effectively because of weak management and accountability systems. For example, there is evidence of corruption in appointments, low morale evident in high levels of teacher and learner absenteeism and district support and monitoring is inadequate.

While socio-economic conditions of learners constrain learning achievement it is clear that in South Africa unequal schooling aggravates socio-economic disadvantage, rather than mitigating it.

The strategic approach over the MTSF is to aim for policy and implementation stability by strengthening a number of key interventions that have been introduced in the sector over the last five years. These focus on improving learning and teaching through focusing on the quality of key inputs (teachers, Learner and Teaching Support Materials (LTSMs) and infrastructure) and strengthening the education accountability, planning and management system (focus both on improving learner assessment and feedback through ANA and on key school and district management systems). The expansion of access to Early Childhood Development is aimed at delivering on the human rights of children and improving results in the school system through increasing school readiness. Following the NDP, a special focus is to build and learn from partnerships with business, voluntary and community organisations and parents in improving school quality.

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<sup>2</sup> Department of Basic Education (2013). Action Plan to 2019 – Towards the realisation of Schooling 2030. Pretoria.

### **3. NDP output priorities to achieve the Vision**

Following the NDP and building on key sector plans, critical activities are focused on the following sub-outcomes:

- Improved quality of teaching and learning through development, supply and effective utilisation of teachers.
- Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM).
- Tracking of learner performance through reporting and analysis of the Annual National Assessment (ANA) at Gr 3, 6 and 9 level and improving ANA over time to ensure appropriate feedback to learners and teachers and to benchmark performance over time.
- Expanded access to Early Childhood Development (covered in Outcome 13) and improvement of the quality of Grade R.
- Strengthening accountability and improving management at the school, community and district level.
- Partnerships for education reform and improved quality.

### **4. Management of Implementation**

The Department Basic of Education is responsible for managing all actions outlined in this MTSF, except for planning for an additional year of ECD prior to Grade R, which is the responsibility of the Department of Social Development. The interventions are outlined further and will be refined over time in the planning and monitoring documents of the Department of Basic Education and Provincial Education Departments (PEDs). Basic Education is a concurrent national and provincial function and implemented by provinces funded through provincial budgets. Strong policy, leadership, coordination and cooperative governance is therefore essential. The Department of Basic Education will facilitate that plans are rolled down to provincial, district and school levels through the appropriate application of actions and targets.

Monitoring will take place on the basis of data from education administrative systems and surveys to be submitted in a timely manner by the Department of Basic Education to the Presidency. In this regard it is critical that the School Monitoring Survey (the only source of information on a number of indicators) be undertaken as a matter of urgency and annually from 2014 to 2019.

Further reporting and refinement of strategies will be through the Basic Education Technical Implementation Forum (BETIF – where performance at a provincial level will also be assessed); Heads of Education Departments Committee (HEDCOM) and Council for Education Ministers (CEM) where, respectively, provincial education managers and provincial education heads meet with their national counterparts.

## 5. MTSF sub-outcomes and component actions, responsible ministry, indicators and targets

### Sub-Outcome 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers

The quality of the South African education system depends on the expertise (understanding of the curriculum, content knowledge and teaching skills) and commitment of its teachers.

The NDP identifies a four-pronged strategy to ensure an adequate number of dedicated, skilled teachers: (1) Produce, through the university and other systems, more and better qualified teachers, (2) Develop in-service training strategies and support systems that will continually develop the skills of teachers (3) Cooperate with professional bodies and teacher unions to enhance member expertise and commitment (4) Ensure an appropriate pay structure which also rewards good teachers.

The MTSF translates the thrust of the NDP into activities and targets to improve and monitor the supply of new teachers to the education system, to increase the quantity and quality of teacher development activities and activities to improve the utilization and motivation of teachers. In a number of cases the strategies to ensure the reaching of targets are not fully developed and this presents significant challenges to the sector. In some cases adequate data are not generally available to track and evaluate activities. In addition to strategy development the sector will also have to improve information sources (currently there is significant reliance on the, School Monitoring Survey, last undertaken in 2011 and planned again for 2014). As part of the strengthening of the accountability system (Output 5) the review of the total post provisioning structure and approach, including aspects of remuneration, is also planned.

<b>Sub-Outcome 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers</b>				
<b>Action</b>	<b>Minister</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Targets</b>
Implement and monitor implementation of an appropriate framework for teacher development (INSET)	DBE	The average hours per year spent by teachers on professional development activities	39 hours (2011)	51 hours (2014/15)
				70 hours (2018/19)
Establish teacher knowledge testing system for feedback into training and support.	DBE	Number of teachers self-assessed using knowledge testing system	System to be operationalised	Self-assessment knowledge testing system specifications developed (2014/15)
				105 000 (2018/19)

<b>Sub-Outcome 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers</b>				
<b>Action</b>	<b>Minister</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Targets</b>
Ensure that teachers participate in Professional Development courses in prioritised areas based on ANA/NSC diagnostic reports and diagnostic assessments		Percentage of teachers meeting required content knowledge levels after support	41% (2007 SACMEQ maths)	55% (2018/19)
Strengthen inclusive education	DBE	Percentage of learners in schools with at least one educator with specialist training on inclusion	70% (SMS 2011)	80% (2014/15)
				95% (2018/19)
Absorb Funza Lushaka bursary holders	DBE	Number & percentage of Funza Lushaka bursary holders placed by June of the year after qualifying	2 352 (75%) (2012)	2500 (2014/15)
				3 000 (2018/19)
				(85%) (2018/19)
Implement a strategy for attracting sufficient qualified, young teachers including for Grade R	DBE	Number of qualified teachers, aged 30 and below, entering the public service as teachers for the first time, also for Grade R	7 400 (2013)	8 000 (2014/15)
				12 000(2018/19)
Ensure availability & utilisation of teachers so that large classes are avoided by developing effective tools for monitoring class size, teacher posting and absences	DBE	Percentage of learners who are in classes with no more than 45 learners	75% (2007 NEIMS)	80% (2014/15)
				95% (2018/19)
		Percentage of schools where allocated teaching posts are all filled	90% (2011)	92% (2014/15)
				95% (2018/19)
		Percentage of teachers absent from school on an average day	8% (2011)	8% (2014/15)
				5% (2018/19)

## Sub-Outcome 2: Improved the quality of teaching and learning through provision of Infrastructure and learning materials

School infrastructure is important in supporting education and to create an atmosphere for learning. Both hard (e.g. school buildings, desks, sanitation) and soft (e.g. books, computers) infrastructure are important in providing enabling conditions for learning. Reading material is essential for increasing learning directly; especially quality reading material if used effectively can enhance the effectiveness of teachers in the classroom along with effective ICT infrastructure.

Sub-Outcome 2: Improved the quality of teaching and learning through provision of Infrastructure and learning materials				
Actions	Minister	Indicators	Baseline	Targets
Eradicate inappropriate school structures, construct new structures and provide infrastructure facilities	DBE	Number of ASIDI schools built and handed over against the target	140 (2013)	150 (2015) (2014/15)
				171 (2016) (2018/19)
Provide schools with infrastructure and facilities in line with agreed norms and standards	DBE	Percentage of schools with adequate infrastructure in line with agreed norms and standards	46% (2011 School Management Survey)	60% (2014/15)
				94% (2018/19)
Provide learners with access to required textbooks	DBE	Percentage of learners having access to the required textbooks in all grades and in all subjects	61% (2011)	69% (2014/15)
				95% (2018/19)
Provide learners with access to required workbooks	DBE	Percentage of learners having access to required workbooks per grade	61% (2011)	69% (2014/15)
				95% (2018/19)
Provide learners with access to information via broadband	DTPS supported by DBE	Percentage of learners having access to broadband	25% (2019)	To be determined
				80% (2018/2019)

### Sub-Outcome 3: Regular annual national assessments to track improvements in the quality of teaching and learning (ANA)

A key problem in the past has been insufficient measurement of the quality of teaching and learning below Grade 12. In 2011 Annual National Assessments (ANA) were introduced in Grades 3 and 6 and in 2012 Grade 9 was included. The Universal ANA (conducted in all schools in the country) is primarily focused on providing information to teachers, parents and schools for use in improving learning and teaching practices. Verification ANA (conducted only in a sample of schools) has a more rigorous methodology (such as external marking of papers and supervision) in order to assess the quality of the Universal ANA and to allow for reliable comparisons between sub-systems and over time.

ANA is critical to ensure the necessary feedback to stakeholders on their inputs and how they can be improved. A key focus over the MTSF is to improve the quality and utilisation of ANA (through increased analysis and feedback about performance and incorporating findings in improvement and school development plans and also into teacher training strategies). ANA must be used to identify schools needing support and the type of support needed.

Sub-Outcome 3: Regular annual national assessments to track improvements in the quality of teaching and learning (ANA)				
Actions	Minister	Indicators	Baseline	Targets
Implement a strategy to strengthen and improve the quality of annual national assessments for grades 1 to 9	<b>Basic Education</b>	Policy detailing the role of Universal and Verification ANA and analysis published	New indicators	Policy published and commenced with communication and training by December 2014
		Create item bank of high quality, valid, and reliable items	New indicators	Item banks developed by December 2014
		Items used in Universal ANA are piloted a year before being used, on learners matching target population for the assessment	New indicators	Piloting report produced and work shopped in wider education community (2014/15)
				Report detailing the quality, validity of piloted items by June 2015

<b>Sub-Outcome 3: Regular annual national assessments to track improvements in the quality of teaching and learning (ANA)</b>				
<b>Actions</b>	<b>Minister</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Targets</b>
		Learner and teacher instrument is developed and piloted to collect background information	New indicators	Annual Verification ANA report uses learner and teacher background information from 2014
		Annual report on statistical equivalence of Universal and Verification ANA.	New indicators	Annual report from 2014 ANA by June 2015
		District ANA report produced for every district (by DBE) using Universal ANA	New indicators	Annual ANA report produced for each district in the country from January 2015 onward

#### **Sub-Outcome 4: Improved Grade R and planning for extension of ECD**

There is substantial evidence that expanding access to ECD and Grade R can improve life chances and school system performance through enhancing school readiness. South Africa has significantly expanded access to Grade R over the last decade. On the basis of survey data it is estimated that by 2013 95% of grade 1 learners had attended formal grade R. Over the MTEF the challenge is to ensure that there are no pockets of inadequate access and to increase the quality of ECD, which is inadequate in many cases. In addition to increasing the quantity and quality of inputs it is also important that a mechanism be introduced to assess the impact of Grade R on school readiness and any change over time, and the underlying factors.

Planning for the introduction of an extra year of ECD, led by the Department of Social Development, should also be completed over the MTEF.

<b>Sub-Outcome 4: Improved Grade R and planning for extension of ECD</b>				
<b>Actions</b>	<b>Minister</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Targets</b>
Ensure universal Grade R coverage	DBE	Percentage of Grade 1 learners who have received formal Grade R	95% (2013)	100%(2014/15)
				100% (2018/19)



<b>Sub-Outcome 4: Improved Grade R and planning for extension of ECD</b>				
<b>Actions</b>	<b>Minister</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Targets</b>
Distribute resource packs to grade R learners	DBE	Percentage of targeted learners supplied with workbooks	Not available	97% (2014/15)
				97% (2018/19)
		Percentage of target schools supplied with improved resource packs	Not available	97% (2014/15)
				97% (2018/19)
Implement strategy for supply and quality of Grade R practitioners	DBE	Percentage of GR R practitioners with appropriate qualification.	New indicator	10% (2014/15)
				30% (2018/19)
Implement assessment system for Gr R quality	DBE	Percentage of Gr 1 entrants who attended Gr R that are school ready	Not available	School readiness guidelines approved (2014/15)
				75% (2018/19)
Option analysis, policy development & planning for a second year of ECD prior to Grade R	DSD	Policy, detailed plans & strategies developed by June 2018 & critical preparatory strategies launched	To be determined	Information systems for 0 to 4 year olds in communities strengthened in preparation for options analysis. Specifications developed for options analysis. DSD (2014/15)
				Required documents & approaches in place by June 2018 (2018/19)

**Sub-Outcome 5: A credible, outcomes-focused planning and accountability system (building the capacity of the state to intervene and support quality education)**

DBE presides over concurrent competences with large number of institutions (provinces, districts and schools). To ensure quality basic education DBE needs to play a more active oversight role while providing greater guidance and support for these institutions. It is critical

therefore that existing policies signal clearly that DBE monitors performance and policies are aligned to make the system run better. An effective oversight cannot happen without an effective M&E system that is linked to a functioning district oversight system.

<b>Sub-Outcome 5: A credible, outcomes-focused planning and accountability system (building the capacity of the state to intervene and support quality education)</b>				
<b>Actions</b>	<b>Minister</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Targets</b>
Put in place appropriate school leadership (principals)	DBE	Proportion of principals appointed based on competency assessment processes	New indicator	To be determined (2014/15)
				100% (2018/19)
		Proportion of principals who have signed performance agreements	New indicator	To be determined (2014/15)
				75% (2018/19)
Principals provide effective instructional leadership	DBE	Percentage of learners who complete the whole curriculum	53%	60% (2014/15)
				95% (2018/19)
Implement a strategy to strengthen school management	DBE	Percentage of schools producing a minimum set of management documents at a required standard	52%	85% (2014/15)
				95% (2018/19)
		Percentage of schools where school governing body meets minimum criteria in terms of effectiveness	To be determined (from awaited analysis of School Monitoring Survey)	To be determined (2018/19)
		Percentage of learners in schools that are funded at a minimum level	79% (2010)	95% (2014/15)
				100% (2018/19)
Percentage of schools with full	79% (2011)	83% (2014/15)		

**Sub-Outcome 5: A credible, outcomes-focused planning and accountability system (building the capacity of the state to intervene and support quality education)**

<b>Actions</b>	<b>Minister</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Targets</b>
		set of financial management responsibilities on the basis of assessment		95% (2018/19)
Evaluate the SASAMS system to improve utility in the sector	DBE	Impact evaluation to assess the performance of the system against intended goals	New Indicator	Impact evaluation report by June 2016
Evaluate the LURITS system to improve utility in the sector		Implementation evaluation with clear recommendations on quality outputs and improvement in relation to tracking learner movement, progress, performance and completion	New Indicator	Implementation evaluation report by June 2016
Implement a district monitoring strategy	DBE	Percentage of schools visited at least twice a year by district officials (including subject advisers) for monitoring and support purposes	88%	93% (2014/15)
				95% (2018/19)
		Percentage of school principals rating the support services of districts as being satisfactory	50%	55% (2014/15)
				75% (2018/19)
Percentage of district managers whose competency has been assessed against criteria (developed below)	New standard & indicator	To be determined (2014/15)		
		95% (2018/19)		
Revise, implement and	DBE	Complete and consistent post-	New indicator	Policy complete (December

**Sub-Outcome 5: A credible, outcomes-focused planning and accountability system (building the capacity of the state to intervene and support quality education)**

<b>Actions</b>	<b>Minister</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Targets</b>
monitor components of post-provisioning policy and regulations		provisioning policy and regulations in place & proceed with implementation and monitoring.		2015) & monitoring of implementation proceeding (April 2016)
		Clear roles and functions for district offices and minimum competencies for district officials	New indicator	Competency framework in place (April 2015)

**Sub-Outcome 6: Partnerships for a Strong Education System**

Improved performance in the schooling system is at the heart of building the skills base for economic growth and development and ensuring that the society is able to achieve equity and development goals. The President of South Africa has made a call to the nation to join hands in improving the education system and make partnerships a priority to achieve this. The challenge is to strengthen and monitor the established 'social contract' between government, teacher unions, teacher training institutions, parent and SGB organizations, business and civil society organizations. To support learning environment in schools, school safety is promoted by working with SAPS in schools, as discussed in Outcome 3. To support efforts to build social cohesion, costed plans will be developed to introduce an African language in schools where none is offered to meet targets set out in Outcome 14.

**Sub-Outcome 6: Partnerships for a Strong Education System**

<b>Sub output</b>	<b>Minister</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Targets</b>
National Education Collaboration Trust (NECT) delivering against approved plan	DBE	Proportion of NECT activities implemented (8 districts interventions on track, innovative interventions; education dialogues)	New initiative	To be determined (2014/15)
				80% (2018/19)

<b>Sub-Outcome 6: Partnerships for a Strong Education System</b>				
<b>Sub output</b>	<b>Minister</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Targets</b>
NECT delivering against approved plan	DBE	Number of innovations/approaches identified for incorporating in broader school system on the basis of impact on school and district performance through the NECT activities	New initiative	2 new innovations (2014/15)
				At least 2 per year (2018/19)

## 6. Impact indicators

The table below reflects the key impacts expected from the actions described above. These impact indicators, which correspond with those in the Department of Basic Education's Action Plan, will be monitored to assess whether or not the key actions described in this MTSF chapter are having the desired impact on educational outcomes. This will assist in on-going improvements and revision to plans.

<b>Impact Indicator</b>	<b>Minister responsible for reporting on the indicator</b>	<b>Baseline</b>	<b>2019 Target</b>	<b>Year 1 Targets</b>
Percentage of learners in grades 3 achieving at the required level in the annual national assessments in literacy and numeracy	Basic Education	Literacy: 40% (2013); Numeracy: 50% (2013);	Literacy : 75% Numeracy : 75%	Literacy : 60% Numeracy : 60%
Percentage of grade 6 learners achieving at the required level in the annual national assessments in first additional language and home language and mathematics	Basic Education	Home Language (HL): 68% (2013) FAL (First Additional Language): 41% (2013) Maths: 27% (2013)	HL: 75% FAL : 75% Maths: 75%	HL : 60% FAL : 60% Maths: 60%
Percentage of grade 9 learners achieving at the required level in the annual national assessments in Home and first additional language	Basic Education	HL: 37% (2013) FAL: 17% (2013) Maths: 2% (2013)	HL:75% FAL: 75% Maths: 75%	HL :60% FAL : 60% Maths : 60%

<b>Impact Indicator</b>	<b>Minister responsible for reporting on the indicator</b>	<b>Baseline</b>	<b>2019 Target</b>	<b>Year 1 Targets</b>
Percentage of Grade 12 learners passing at bachelor level	Basic Education	30.6% (or 172 000 in 2013)	34% ( 250 000)	% To be determined (205 000)
Number and percentage of Grade 12 achieving 50% or more in Mathematics	Basic Education	22.6% (143 000 in 2013)	50% (270 000)	% To be determined (198 000)
Number and percentage of Grade 12 achieving 50% or more in Physical Science	Basic Education	22.6% %(2012)	50% (270 000)	% To be determined (186 000)
Average score obtained by Grade 6 learners in language in the SACMEQ assessment	Basic Education	495 language (2007) 495 mathematics (2007)	Lang: 550 Math: 550	Lang: 520 Math: 520
Average score obtained by Grade 8 learners in mathematics in the Trends in International Mathematics and Science Study (TIMSS)	Basic Education	352 (2011)	401	361 (2015)
Percentage of 7 to 15 year olds attending education institutions.	Basic Education	98.9% (2012)	100%	99%
The percentage of children who turned 9 in the previous year and who are currently enrolled in Grade 4 (or a higher grade).	Basic Education	58% (2012)	75%	65%
The percentage of children who turned 12 in the previous year and who are currently enrolled in Grade 7 (or a higher grade).	Basic Education	41% (2012)	60%	52%
The percentage of youths who obtained a National Senior Certificate from a school	Basic Education	50% (2014)	60%	50%
The percentage of youths who obtained any FET qualification	Basic Education	65% (2014)	80%	65%