

1. 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.

Sub-Outcome 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers				
Action	Minister	Indicators	Baseline	Targets
Implement and monitor implementation of an appropriate framework for teacher development (INSET)	DBE	The average hours spent by teachers on professional development activities per year	45 hours (2014/15 Q4 report)	55 hrs-(2015-Q1 report) 58hrs-2016 62hrs-2017 66hrs-2018 70hrs-2019
Establish teacher knowledge testing system for feedback into training and support.	DBE	Number of teachers who have written the Self-Diagnostic Assessments	712 teachers (2014/15 Q4 report)	2015-20 000 2016-20 000 2017-40 000 2018-105 000

Sub-Outcome 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers				
Action	Minister	Indicators	Baseline	Targets
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	2015-0% 2016-25% 2017-30% 2018-50%
Strengthen inclusive education	DBE	Percentage of learners in schools with at least one educator with specialist training on inclusion(Prov APP)??	70% (SMS 2011)	2015 : 84% 2016 : 88% 2017 : 92% 2018 : 95%
Absorb Funza Lushaka bursary holders	DBE	Number and Percentage of Funza Lushaka bursary holders placed in schools within six months of their completion of studies or upon confirmation that the bursar has completed studies	3 214 (83%)in 2014 Q4	(2015/16) 85% (2016/17) 90% (2017/18) 100% (2018/19) 100%
Implement a strategy for attracting sufficient qualified, young teachers including for Grade R	DBE	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.	10 748 (2014/15 Q4 report)	2016/17-10 000 2017/18-10 000 2018/19-11 000 2019/20-12 000
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	67%, 2013 ASS)	2015 : 83% 2016 : 86% 2017 : 89% 2018 : 92%
		Percentage of schools where allocated teaching posts are all filled DBE App??	90% (2014/15 Q4 report)	2015/16-93% 2016/17- 95% 2017/18-95% 2018/19-95%

Sub-Outcome 1: Improved quality of teaching and learning through development, supply and effective utilisation of teachers				
Action	Minister	Indicators	Baseline	Targets
		Teacher absenteeism rate per year	8% (2011)	2015-7% 2016-6% 2017-6% 2018-5%

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 schools built through the Accelerated School Infrastructure Initiative (ASIDI) that have reached practical completion and handed over to the beneficiaries for usage.	106 completed and 64 handed over (2014/5 Q4 report)	2015-59 2016-59 2017-*60 2018-NONE

Sub-Outcome 2: Improved the quality of teaching and learning through provision of Infrastructure and learning materials				
Actions	Minister	Indicators	Baseline	Targets
Provide schools with infrastructure and facilities in line with agreed norms and standards	DBE	Number and percentage of public ordinary schools provided with water supply; provided with electricity supply; supplied with sanitation facilities in line with agreed norms and standards per year	100%	2015/16-97% Sanitation 99% Water 98% Electricity 96% 2016/17-100% Sanitation 100% Water 100% Electricity 100%
Provide learners with access to required textbooks	DBE	Number and percentage of learners provided with required textbooks in all grades and in all subjects per annum	95% LTSM database (2014/5 Q4 report)	100% every year from 2015
Provide learners with access to required workbooks	DBE	Number and Percentage of Grade 1-9 learners provided with required workbooks per grade per year	99.42% LTSM database (2014/5 Q4 report)	100% every year from 2015
Provide learners with access to information through schools' connectivity, including Broadband connectivity	DTPS supported by DBE	Percentage of learners having access to information through (a) Connectivity (other than broadband) – (b) Broadband	<ul style="list-style-type: none"> • 49% (12, 113) of connected (other than broadband) – (Source: DBE-EMIS) • 25% connected (6155) through Broadband (source: SA connect presentation by the DTPS) 	2015/16: 12% cumulative: 55% (13613) 2016/17: 15% (1650) cumulative: 62% (15263) 2017/18: 18% (1650) cumulative: 69% (16913) 2018/19: 21% (1650) cumulative: 75% (18563) 2019/20: 27% (1650) cumulative: 82% (20213)

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 Due dates are determine no inclusion in 2016/17 APPs	Basic Education	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	A functional item bank to be complete by 2019
		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) Items piloted in the previous year will be included in the final ANA tests for 2017

Sub-Outcome 3: Regular annual national assessments to track improvements in the quality of teaching and learning (ANA)				
Actions	Minister	Indicators	Baseline	Targets
		Learner and teacher instrument is developed and piloted to collect background information	New indicators	Verification ANA report to include learner and teacher background information from 2016/17
		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.

Sub-Outcome 4: Improved Grade R and planning for extension of ECD				
Actions	Minister	Indicators	Baseline	Targets
Ensure universal Grade R coverage	DBE	Percentage of Grade 1 learners who have received Grade R per year	83.8% (GHS:2014)	100% every year from 2015

Sub-Outcome 4: Improved Grade R and planning for extension of ECD				
Actions	Minister	Indicators	Baseline	Targets
Distribute resource packs to grade R learners	DBE	Number and percentage of learners in qualifying public schools provided with workbooks for Grade R each year	99.78% (Q4 MTSF report)	2015-97% 2016- 97% 2017- 97% 2018-97%
Implement strategy for supply and quality of Grade R practitioners	DBE	Number and percentage of Grade R practitioners with NQF level 6 and above qualification each year.	5990 (27.8%): Q4 MTSF report.	2015-20% APP 2016-20% APP 2017-20% APP 2018-30%
Implement assessment system for Gr R quality	DBE	Percentage of Gr 1 entrants who attended Gr R that are school ready	TBD- system to measure not yet in place.	75% (2018/19)
Develop policy, plans and strategies for the introduction of compulsory two years before Grade 1	DSD	Policy, detailed plans & strategies developed by June 2018 & critical preparatory strategies launched by the Department of Social Development and Department of Basic Education	draft policy was approved for gazetting by cabinet for final approval by June 2015	2018/19: Critical preparatory strategies launched

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.

Sub-Outcome 5: A credible, outcomes-focused planning and accountability system (building the capacity of the state to intervene and support quality education)				
Actions	Minister	Indicators	Baseline	Targets
Put in place appropriate school leadership (principals)	DBE	Proportion of principals appointed based on competency assessment processes	TBD (New indicator)	2015-75% of advertised posts (Extracted from the draft APP 2016/17). 2016 : 80% 2017 : 90% 2018 : 100%
		Proportion of principals who have signed performance agreements each year	TBD (New indicator)	2015-0% 2016-30% 2017-60%
Principals provide effective instructional leadership	DBE	Number and percentage of learners who complete the whole curriculum each year	53%	2015-63% 2016: 68% 2017: 73% 2018-95%
Implement a strategy to strengthen school management	DBE	Percentage of schools producing a minimum set of management documents at a required standard DBE APP	52%	2015-76% 2016 : 82% 2017 : 88% 2018/19 : 94%
		Number and percentage of SGBs in sampled schools that meet minimum criteria in terms of effectiveness every year	81% (2011) SMS	2018/19 : 89% 2017 : 88% 2016 : 87% 2015 : 86%

Sub-Outcome 5: A credible, outcomes-focused planning and accountability system (building the capacity of the state to intervene and support quality education)				
Actions	Minister	Indicators	Baseline	Targets
		Percentage of learners in schools that are funded at a minimum level Prov APP	79% (2010)	95% (2014/15) 100% (2018/19)
		Percentage of schools with more than one financial management responsibility on the basis of assessment	79% (2011) SMS)	2015-87% 2016-89% 2017-91% 2018-93% 2019-95%
Evaluate the SASAMS system to improve utility in the sector	DBE	Rate of utilization of SA-SAMS in public school (excluding WC)	TBD New Indicator	2015/16: 95.3 % (excluding WC) 2016/17: 96% 2017/18: 98% 2018/19- 99%
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 DBE APP	50%	2015-59 2016-63% 2017-67% 2018-71%

Sub-Outcome 5: A credible, outcomes-focused planning and accountability system (building the capacity of the state to intervene and support quality education)				
Actions	Minister	Indicators	Baseline	Targets
		Percentage of district managers whose competency has been assessed against criteria (developed below) DBE APP	New standard & indicator	2015- ?? 2016-75% 2017-85% 2018-90%
Revise, implement and monitor components of post-provisioning policy and regulations	DBE	Complete and consistent post-provisioning policy and regulations in place & proceed with implementation and monitoring.	New indicator	Policy complete (December 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				
Sub output	Minister	Indicators	Baseline	Targets
Ensure support, monitoring and learning from collaborations and partnerships with the independent and voluntary sector.	DBE	Proportion of NECT activities implemented (in 8 districts)	TBD – New Initiative. Improvements not yet measured in 4362 schools from 8 districts supported. New initiative	2015-30% 2016-50% 2017-65% 2018-80%
		No. of education dialogues per year	New initiative	2 dialogues per year
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)

2. 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.

Impact Indicator	Minister responsible for reporting on the indicator	Baseline	2019 Target	Annual Targets
Percentage of learners in grades 3 achieving at 50% and above in the annual national assessments in literacy and numeracy per year	Basic Education	Literacy: 57% (2013); Numeracy: 59% (2013);	Literacy : 75% Numeracy : 75%	2018 : 72% 2017 : 69% 2016 : 66% 2015 : 63%
Percentage of learners in grades 6 achieving at 50% and above in the annual national assessments in home language; first additional language and in mathematics per year	Basic Education	Home Language (HL): 68% (2013) FAL (First Additional Language): 41% (2013) Maths: 27% (2013)	HL: 75% FAL : 75% Maths: 75%	2018 : 72% 2017 : 69% 2016 : 66% 2015 : 63%
Percentage of learners in grades 9 achieving at 50% and above in the annual national assessments in home language; first additional language and in mathematics per year	Basic Education	HL: 37% (2013) FAL: 17% (2013) Maths: 2% (2013)	HL:75% FAL: 75% Maths: 75%	2018 : 72% 2017 : 69% 2016 : 66% 2015 : 63%
Number of Grade 12 learners passing at bachelor level in the national senior certificate examinations per year	Basic Education	30.6% (or 171 755 in 2013)	34% (250 000)	2019 : 270 000 2018 : 255 000 2017 : 235 000 2016 : 220 000 2015 : 205 000
Number of Grade 12 learners passing Mathematics at 50% or more in the national senior certificate examinations per year	Basic Education	58 216 (revised)	50% (270 000)	2018 : 65 646 2017 : 63 169 2016 : 60 692 2015 : 198 000

Impact Indicator	Minister responsible for reporting on the indicator	Baseline	2019 Target	Annual Targets
Number of Grade learners passing Physical Science at 50% or more in the national senior certificate examinations per year	Basic Education	42 699 revised	50% (270 000)	2018 : 46 233 2017 : 45 055 2016 : 43 877 2015 : 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%	2018 : 99.8 2017 : 99.6 2016 : 99.4 2015 : 99.2%
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%	2018 : 73% 2017 : 71% 2016 : 69% 2015 : 67%
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%	2018 : 58% 2017 : 57% 2016 : 55% 2015 : 54%
The percentage of youths who obtained a National Senior Certificate from a school	Basic Education	50% (2014)	60%	2018 : 58% 2017 : 56% 2016 : 54% 2015 : 52%

Impact Indicator	Minister responsible for reporting on the indicator	Baseline	2019 Target	Annual Targets
The percentage of youths who obtained any FET qualification	Basic Education	65% (2014)	100%	2019 : 100% 2018 : 93% 2017 : 86% 2016 : 79% 2015 : 72%