



# PART D: TECHNICAL INDICATOR DESCRIPTIONS (TIDS)





## 10. Programme 1: Administration

<b>Indicator title</b>	<b>SOI 101: Number of public schools that use the South African School Administration and Management System (SA-SAMS) or any alternative electronic solution to provide data.</b>
<b>Definition</b>	This performance measure tracks the number of public schools that use SA-SAMS or any alternative electronic management system to provide data. Public Schools refers to ordinary and special schools. It excludes independent schools.
<b>Source of data</b>	Primary Evidence: Provincial EMIS / Data Warehouse Secondary Evidence: Database with the list of schools that submit data using SA-SAMS <b>or</b> any alternative electronic solution
<b>Method of Calculation/ Assessment</b>	Count the total number of public schools that use SA-SAMS <b>or</b> any alternative electronic solution to submit 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>Means of verification</b>	Snapshot of provincial data systems that use data provided electronically by schools based on provincial warehouse (This should include EMIS number, district and name of schools).
<b>Assumptions</b>	If schools use an electronic school administration and management system, including SA-SAMS, this will help improve school management. SA-SAMS <b>or any alternative electronic solution</b> will provide data on systems to assist senior management in decision making.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	For all schools to be actively using electronic administration and management systems, this will help bridge the digital divide between urban and rural areas.
<b>Calculation type</b>	Non-cumulative (maximum output)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	All public schools must be able to collect and submit data electronically using SA-SAMS or any electronic school management and electronic system. On or above target.
<b>Indicator responsibility</b>	EMIS Directorate (Province may insert the more relevant Responsible Manager).



<b>Indicator title</b>	<b>SOI 102: Number of public schools that can be contacted electronically (e-mail).</b>
<b>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>Source of data</b>	Provincial EMIS/ data warehouse/ ICT database
<b>Method of Calculation/ Assessment</b>	Count the total number of public schools that can be contacted electronically.
<b>Means of verification</b>	Master-list of schools (EMIS number, name of school and email address e.g. HRMS user access reports).
<b>Assumptions</b>	PED created email address for each school (principal) makes a school contactable. E-mails in schools will improve communication between educators and management at school, district and National Office
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	If schools are contactable electronically this will allow better support to schools in deep rural areas.
<b>Calculation type</b>	Non-cumulative (maximum output)
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	All public schools to be contactable through emails or by any other verifiable means. On or above target.
<b>Indicator responsibility</b>	IT Directorate

<b>Indicator title</b>	<b>SOI 103: Percentage of education expenditure going towards non-personnel items</b>
<b>Definition</b>	This indicator measures the total expenditure 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 excluding conditional grants). This indicator looks at the total expenditure, inclusive of capital expenditure, transfers and subsidies.
<b>Source of data</b>	Basic Accounting System (BAS) system
<b>Method of Calculation/ Assessment</b>	Numerator: total education expenditure on non-personnel items Denominator: total expenditure at the end of the financial year in education Multiply by 100.
<b>Means of verification</b>	Annual Financial Reports
<b>Assumptions</b>	Improved expenditure on non-personnel items will result in qualitative improvements. Sufficient funding is available to facilitate the increase in spending on non-personnel items.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	More funds prioritised for qualitative improvements in under resourced areas e.g. deep rural areas.
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	To decrease personnel expenditure and ensure that more funds are made available for non-personnel items. On or above target i.e. more funds spent on non-personnel items than anticipated.
<b>Indicator responsibility</b>	Responsible Manager (Finance Section)



Indicator title	NSOI 1.1. Percentage of women in Senior Management Service
<b>Definition</b>	This measure attempts to check the redress in terms of employment equity according to the Employment Equity Act of 1998 and the White Paper on Affirmative Action in the Public Service, that emphasises the need for suitable qualified women to be appointed in senior management positions. Therefore, for the purposes of trying to control measurability of this measure was confined to percentage of office based women in senior management positions. The demographic profile of all Provincial Education Departments will differ according to race. Since this indicator focuses on administration programme 1, "management position" refers to rank of Directors and equivalent positions as well as higher-ranking positions. School principals are excluded from this PM. To bring about effective management at all levels. Employment Equity Act
<b>Source of data</b>	PERSAL
<b>Method of Calculation/ Assessment</b>	<p>The following formula should be used to compute this PM.</p> $WSMS = \frac{NWSM}{TSM} * 100$ <p>Where:  <i>WSMS</i> is the percentage of Women in Senior Management Service in the Department  <i>NWSM</i> is the number of women who hold Director posts and above in the Department  <i>TSM</i> is the total number of all employees in senior management positions in the Department</p>
<b>Means of verification</b>	Approved PERSAL Database
Assumptions	
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: N/A                      Target for Youth: N/A                      Target for People with Disabilities: N/A</p>
<b>Spatial Transformation (where applicable)</b>	
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	The increase the percentage of office-based women in Senior Management Services to 50%
<b>Indicator responsibility</b>	Corporate Branch Senior General Manager



<b>Indicator title</b>	<b>NSOI 1.2. Percentage of women school principals</b>
<b>Definition</b>	This is the percentage of women in principal positions and is an equity indicator. Although employment equity covers a number of areas, women in principal positions are very important in highlighting progress towards employment equity in the Department. To bring about effective management at all levels. Employment Equity Act
<b>Source of data</b>	PERSAL
Method of Calculation/ Assessment	The following formula should be used to compute this PM.  $WSP = \frac{NWSP}{TSP} * 100$ Where: <i>WSP</i> is the percentage of Women holding School Principal positions in the Department <i>NWSP</i> is the number of women who hold School principal positions in the Department <i>TSP</i> is the total number of all school principals in the Provincial Education Department
<b>Means of verification</b>	PERSAL Database
<b>Assumptions</b>	
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	
<b>Calculation type</b>	Non-Cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	The increase the percentage school principals to 50%
<b>Indicator responsibility</b>	Corporate Branch Senior General Manager



## Programme 2: Public Ordinary School Education

<b>Indicator title</b>	<b>SOI 201: Number of schools provided with multi-media resources</b>
<b>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 centres, or classrooms. This includes both hardware and software both print and non-print.
<b>Source of data</b>	Primary Evidence: School Library Information Service database Delivery notes kept at schools and district offices of media resources provided.
<b>Method of Calculation/ Assessment</b>	Count the total number of schools that received the multi-media resources
<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>Assumptions</b>	Schools have the capacity (personnel, and infrastructure) to utilise the multi-media resources  Schools provided with multi-media resources allows for diverse teaching and learning experiences
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	Provide multi-media resources to those schools that have limited access to libraries and other education amenities
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	All schools to be provided with multi-media resources. On or above target.
<b>Indicator responsibility</b>	Curriculum Branch



<b>Indicator title</b>	<b>SOI 202: Number of learners in public ordinary schools benefiting from the No Fee School Policy</b>
<b>Definition</b>	Number of learners attending public ordinary schools who are not paying any school fees in terms of the No Fee School Policy. The government introduced the No Fee School Policy to end the marginalisation of poor learners. This is in line with the country's Constitution, which stipulates that citizens have the right to basic education regardless of the availability of resources.
<b>Source of data</b>	List of no-fee schools as per the resource target list. List of learners enrolled in no-fee schools as per the resource target list (proposed)
<b>Method of Calculation/ Assessment</b>	Count the total number of learners registered in no-fee paying schools in line with the No Fee School Policy.
<b>Means of verification</b>	Resource targeting table (this could be known by different names in various other provinces)
<b>Assumptions</b>	No- fee school policy benefits learners from under-resourced communities Increase poor learners' access to education opportunities and improve their chances of accessing post schooling opportunities.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	All schools in Quintiles 1-3 as well as those exempted in other Quintiles 4 and 5
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	All eligible learners to benefit from the No Fee School Policy. Target met or exceeded.
<b>Indicator responsibility</b>	Budget Monitoring/Resource Planning Section



<b>Indicator title</b>	<b>SOI 203: 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>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. “Placed” is defined as: securing appointment at a school in a permanent capacity. Note: based on the allocated provincial list, PEDs should report in the academic year (percentage of 2020 graduates placed by the end of June 2021)
<b>Source of data</b>	Human Resource Directorate – PERSAL
<b>Method of Calculation/ Assessment</b>	Numerator: total number of Funza Lushaka bursary graduates placed in schools Denominator: total number of qualified Funza Lushaka bursary graduates (as per allocated provincial list) Multiply by 100
<b>Means of verification</b>	PERSAL; and Database of Funza Lushaka bursary holders
<b>Assumptions</b>	Students who have received a Funza Lushaka Bursary are to be employed to meet the bursary conditions.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	Ensure the equitable distribution of qualified educators in under performing schools in townships.
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<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 Management or Administration





<b>Indicator title</b>	<b>SOI 204: Percentage of learners in schools that are funded at a minimum level.</b>
<b>Definition</b>	This indicator measures the total number of learners funded at the published adequacy level expressed as a percentage of the total number of learners in public ordinary schools.
<b>Source of data</b>	School Funding Norms and Standards database.
<b>Method of Calculation/ Assessment</b>	Numerator: total number of learners enrolled at public ordinary schools that received their subsidies at or above the nationally determined per-learner adequacy amount Denominator: total number of learners enrolled in public ordinary schools Multiply by 100.
<b>Means of verification</b>	Budget transfer documents (these documents list number of schools, number of learners and budget allocation per learner).
<b>Assumptions</b>	All learners are funded in line with the National Norms and Standards for School Funding as Amended.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	Distribution of the funding norms are per quintile (Pro-Poor Distribution.)
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	All qualifying schools to be funded according to the minimum standards for public school funding.
<b>Indicator responsibility</b>	Office of the Chief Financial Officer (CFO). (Provinces may insert the more relevant Responsible Manager)

<b>Indicator title</b>	<b>NSOI 2.1. Percentage of learners benefitting from school nutrition programme</b>
<b>Definition</b>	This is the number of learners benefitting from meals (lunches) provided at schools, through government's nutrition programme, divided by all the learners enrolled in public ordinary schools in a year. This percentage goes up when more learners are covered by the nutrition programme. The maximum possible is 100%. We would expect the percentage to be higher in those provinces with the greatest poverty levels. To provide access in the public ordinary schooling system. South African Schools' Act
<b>Source of data</b>	Provincial Programme Manager
<b>Method of Calculation/ Assessment</b>	The following formula should be used to compute this PM. Divide the number of learners benefitting from school nutrition programme by the total number of learners in public ordinary schools.
<b>Means of verification</b>	Budget Transfers on BAS, Allocation Letters
<b>Assumptions</b>	
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	To ensure that all learners affected by instances of poverty and hunger benefit from the nutrition programme.
<b>Indicator responsibility</b>	Office of the Head of Department



<b>Indicator title</b>	<b>NSOI 2.2: Percentage of Core LTSM delivered to public ordinary schools by day one of the school year, as ordered.</b>
<b>Definition</b>	<p>This is the percentage of core Learning and Teaching Support Material (LTSM) delivered against orders placed for public ordinary schools. Core LTSM refers to textbooks; stationery; workbooks and Grade R manipulatives which are considered as the basic enablers of effective teaching and learning.</p> <p>For section 21c schools which undertake school-based purchasing, funds are transferred to the bank accounts of these schools and they buy their own textbooks and stationery. Orders and deliveries are monitored by quotation and related compliance documents which are sent to District Offices. For non-section 21c schools, funds are controlled by the Department on their behalf. They are provided with requisition forms and learner enrolment data forms by the Province or by the district office, which they will then complete as per circular directives and submit it to the District Office. The province then place their orders with and make payments to selected suppliers through the contracted LTSM managing agent. The LTSM managing agent's performance in terms of orders placed and deliveries made is monitored by the Province and/or District Office through the inspection of order documents and proofs of delivery. To determine the level of efficiency in the supply of LTSM to public ordinary schools. South African Schools' Act</p>
<b>Source of data</b>	Provincial Programme Manager shall consolidate data received from District Offices and the LTSM Managing Agent
<b>Method of Calculation/ Assessment</b>	The total units/value of Core LTSM ordered shall serve as the denominator and the total units/value delivered per invoices and proofs of deliveries shall serve as the numerator, multiplied by 100 and expressed as a percentage.
<b>Means of verification</b>	Quotations and invoices in respect of school-based purchasing plus Orders and proofs of deliveries in respect of central procurement through the LTSM managing agent.
<b>Assumptions</b>	
<b>Disaggregation of Beneficiaries (where applicable)</b>	<p>Target for Women: N/A</p> <p>Target for Youth: N/A</p> <p>Target for People with Disabilities: N/A</p>
Spatial Transformation (where applicable)	
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	Schools have the targeted deliveries of LTSM on the first day of school.
<b>Indicator responsibility</b>	Curriculum Management and Delivery Branch



Indicator title	<b>NSOI 2.3: Percentage of learners benefiting from the No Fee policy</b>
<b>Definition</b>	Percentage of learners attending public ordinary schools who are not paying any schools 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. To measure access to free education in the current financial year. Constitution, SASA and No fee schools Policy
<b>Source of data</b>	Resource target and EMIS database
<b>Method of Calculation/ Assessment</b>	Record all learners that are not paying schools fees in line with "No Fee Schools Policy" divided by the total number of learners at these school and multiply by 100.
<b>Means of verification</b>	Resource targeting table (this could be known by different names in various other provinces)
<b>Assumptions</b>	
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	All eligible learners to benefit from No Fee Schools Policy. Target met or exceeded.
<b>Indicator responsibility</b>	Budget Manager (provinces may insert the more relevant Responsibility Manager)

Indicator title	<b>NSOI 2.4: Number of learners benefitting from learner transport</b>
<b>Definition</b>	Number of learners attending public schools who are benefitting from the provision of dedicated learner transport. To measure the number of learners accessing the dedicated learner transport provided by the department. Constitution and SASA
<b>Source of data</b>	Responsibility Manager for Learner Transport ; EMIS database
<b>Method of Calculation/ Assessment</b>	Record all learners that are benefitting from learner transport provided by the department
<b>Means of verification</b>	Schedule of list of names of all learners benefitting from learner transport provided by the department
<b>Assumptions</b>	
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	All eligible learners benefitting from learner transport provided by the department
<b>Indicator responsibility</b>	Responsibility Manager for Learner Transport (provinces may insert the more relevant Responsibility Manager)



<b>Indicator title</b>	<b>NSOI 2.5: Number of learners benefiting from Psycho-social support programmes</b>
<b>Definition</b>	Provision of three or more of the following awareness programmes addressing psycho-social ills affecting learners :-Child Abuse, Substance Abuse, Learner Pregnancy, Bullying, Human Trafficking, COVID-19 (Stress & Anxiety) and Cyber Safety
<b>Source of data</b>	School and District Office (SNES Section)
<b>Method of Calculation/ Assessment</b>	A simple arithmetic count of learners participating in the Psycho-social Support Programme
<b>Means of verification</b>	School endorsed (signature of SMT member and school stamp) of: (i) daily Learner Attendance Register of the participating grade/s <b>or</b> (ii) a List of Learner participants
<b>Assumptions</b>	Informed learners would avoid risky behaviours and situations Informed learners would make life choices that do not impact negatively on their ability to attend and stay in school, and achieve scholastically.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	Learners across 12 educational districts
<b>Calculation type</b>	Cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	Target for year to be met or exceeded
<b>Indicator responsibility</b>	Institutional Development Support Branch



## Programme 3: Independent School Subsidies

Indicator title	NSOI 3.1: Number of funded independent schools visited for monitoring purposes
<b>Definition</b>	<p>This is the number of independent schools receiving a government subsidy that are visited for quality control purposes by the Department during the year. It is important that government should monitor the quality of education delivered in independent schools, and especially those receiving state subsidies, and take action where minimum standards are not met.</p> <p>Further specifications:</p> <p>This is the number of independent schools that, received at least one monitoring visit in a year from the Provincial Education Department. The monitoring visits that are of interest in this PM are specifically described in the National Norms and Standards for School Funding for independent schools. All independent schools that request funding from the Department should be subjected to a management checklist which will determine whether the school is able to manage public funding responsibly. After the initial approval has been granted, the Department also has the responsibility to carry out unannounced inspections to ensure that the school's practices are up to date in terms of the checklist. The checklist should include items relating to the school's capacity to handle and account for public funds, the capacity to meet ongoing contractual obligations to suppliers of goods and services and the ability to make financial decisions that are educationally sound. The monitoring visits that this PM intends to track are therefore related to specifically checking enrolment figures against subsidy claims and ensuring that quality education is being delivered.</p> <p>If public funds are used to subsidize these independent schools, the Department has a responsibility to ensure that the expenditure is worthwhile. The burden for quality management is not only something that falls to the Department when a subsidy is approved, but is something that the Department should monitor on an ongoing basis. To ensure that quality education occurs in subsidized independent schools. South African Schools' Act</p>
<b>Source of data</b>	Provincial Programme Manager
<b>Method of Calculation/ Assessment</b>	The following formula should be used to compute this PM. A simple arithmetic count of subsidised independent schools.
<b>Means of verification</b>	Budget Transfers on BAS
<b>Assumptions</b>	
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annually
<b>Desired performance</b>	100% subsidized independent schools monitored.
<b>Indicator responsibility</b>	Institutional Development Support



## Programme 4: Public Special School Education

Indicator title	<b>SOI 401: Number of learners in public special schools</b>
<b>Definition</b>	Number of learners enrolled in public 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.
<b>Source of data</b>	Provincial data warehouse
<b>Method of Calculation/ Assessment</b>	Count the total number of learners enrolled in public special schools.
<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>Assumptions</b>	Learners with disabilities are enrolled in special schools and are receiving quality education LSEN learners are properly assessed in order to identify their needs
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	Improvement of access to education for persons with disabilities
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	All learners with physical, intellectual, 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 public special schools.
<b>Indicator responsibility</b>	Inclusive Education Programme Manager

Indicator title	<b>SOI 402: Number of therapists/ specialist staff in public special schools</b>
<b>Definition</b>	This indicator measures the total number of professional non-educator/ specialist staff employed in public special schools. Professional non-educator/ special staff are 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>Source of data</b>	PERSAL database
<b>Method of Calculation/ Assessment</b>	Count the total number of professional non-educator/ specialist staff employed in public special schools.
<b>Means of verification</b>	PERSAL database
<b>Assumptions</b>	Learners with disabilities having access to staff with specialist training in special schools
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	Improvement of access to education for persons with disabilities
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Quarterly
<b>Desired performance</b>	All public special schools to have the requisite number of school-based professional staff
<b>Indicator responsibility</b>	Human Resource and Management Directorate/ Corporate Services – HR Administration (Provinces may insert the more relevant Responsible Manager)



<b>Indicator title</b>	<b>NSOI 4.1: Number of teachers trained on SIAS Policy</b>
<b>Definition</b>	This indicator measures the total number of teachers trained on SIAS Policy. To measure number of Teachers trained on SIAS Policy at public schools. White Paper 6
<b>Source of data</b>	PERSAL database List of educators trained on SIAS policy
<b>Method of Calculation/ Assessment</b>	Count the total number of educators trained on SIAS policy at public schools.
<b>Means of verification</b>	Attendance registers
<b>Assumptions</b>	
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	All public special schools to have the requisite number of educators All Public schools to have competence number of educators
<b>Indicator responsibility</b>	Responsibility Manager for Special Schools

<b>Indicator title</b>	<b>NSOI 4.2: Number of educators employed at public special schools</b>
<b>Definition</b>	This indicator measures the total number of educators employed at public special schools. To measure number of educators employed at public special schools. White Paper 6
<b>Source of data</b>	PERSAL database
<b>Method of Calculation/ Assessment</b>	Count the total number of educators employed at public special schools.
<b>Means of verification</b>	Responsibility Manager for Special Schools and PERSAL database
<b>Assumptions</b>	
Disaggregation of Beneficiaries (where applicable)	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	
Calculation type	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	All public special schools to have the requisite number of educators
<b>Indicator responsibility</b>	Responsibility Manager for Special Schools; Human Resource and Management Department / Corporate Services – HR Administration (provinces may insert the more relevant Responsible Manager or unit)



## Programme 5: Early Childhood Development

Indicator title	<b>SOI 501: Number of public schools that offer Grade R</b>
<b>Definition</b>	This indicator measures the total number of public schools (ordinary and special) that offer Grade R.
<b>Source of data</b>	Provincial data warehouse
<b>Method of Calculation/ Assessment</b>	Count the total number of public schools (ordinary and special) that offer Grade R
<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>Assumptions</b>	With quality ECD provision in the province, educational efficiency would improve, as children would acquire the basic concepts, skills and attitudes required for successful learning and development prior to or shortly after entering the system, thus reducing their chances of failure.
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	There is a need to build new ECD centres in Districts and classrooms in existing public schools
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	All public schools (ordinary and special) with Grade 1 to offer Grade R. Target for year to be met or exceeded.
<b>Indicator responsibility</b>	ECD/ EMIS Directorate

Indicator title	<b>NSOI 5.1: Number of subsidised community based centres offering Grade R</b>
<b>Definition</b>	Total number of subsidised community based centres that offer Grade R to measure the expansion and provision of Grade R in subsidised community based centres in the current financial year. White Paper 5
<b>Source of data</b>	EMIS database
<b>Method of Calculation/ Assessment</b>	Record the number of subsidised community based centres offering Grade R
<b>Means of verification</b>	Signed-off declaration by Responsibility Manager for ECD indicating information received from Department of Social Development pertaining to the number of subsidised community based centres offering Grade R (electronic or hardcopy of the number of subsidised community based centres offering Grade R)
<b>Assumptions</b>	
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	Accurate record of all subsidised community based centres offering Grade R for monitoring purposes.
<b>Indicator responsibility</b>	ECD Directorate





<b>Indicator title</b>	<b>NSOI 5.2. Number of Grade R practitioners employed in public ordinary schools.</b>
<b>Definition</b>	Total number of Grade R practitioners that are employed in public ordinary schools. Grade R practitioners are defined as formally and non-formally trained individuals providing an educational service in Grade R and are currently covered by the Educators' Employment Act, 1994 (Act No. 138 of 1994). Practitioners are not covered by the Employment of Educators' Act, hence their being under abnormal appointments in PERSAL. This indicator assists in measuring the quality provision of Grade R programme in public schools. White Paper 5
<b>Source of data</b>	Human Resource and Management database/ ECD Programme Manager
<b>Method of Calculation/ Assessment</b>	Record the total number of ECD practitioners employed by the Department of Education for teaching Grade R.
<b>Means of verification</b>	List of Grade R practitioners
<b>Assumptions</b>	
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	All Grade R classes in public schools to have Grade R practitioner
<b>Indicator responsibility</b>	ECD/ Human Resource and Management Department



## Programme 6: Infrastructure Development

<b>Indicator title</b>	<b>SOI 601: Number of public schools provided with water infrastructure</b>
<b>Definition</b>	This indicator measures the total number of public schools provided with water infrastructure. 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>Source of data</b>	School Infrastructure database
<b>Method of Calculation/ Assessment</b>	Count the total number of existing public schools that were provided with water infrastructure in the year under review.
<b>Means of verification</b>	Completion certificates and/ or practical completion certificates and/ or, work completion certificates and/ or invoices.
<b>Assumptions</b>	All schools must have access to water in line with the Norms and Standards for School Infrastructure
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	Schools in rural nodes must be provided with water infrastructure
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	All public schools to have access to water infrastructure. 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>	Schools Infrastructure Directorate



Indicator title	<b>SOI 602: Number of public schools provided with electricity infrastructure</b>
<b>Definition</b>	This indicator measures the total number of public schools provided with electricity infrastructure. This measure applies to existing schools where a new source of reticulation is provided 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>Source of data</b>	School Infrastructure database
<b>Method of Calculation/ Assessment</b>	Count the total number of existing public schools that were provided with electricity supply in the year under review.
<b>Means of verification</b>	Completion certificate and/ or practical completion certificates and/ or works completion certificates.
<b>Assumptions</b>	All schools must have access to electricity infrastructure in line with the Norms and Standards for School Infrastructure
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	Schools in rural nodes must be provided with electricity
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	All public schools to have access to electricity infrastructure. 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>	Schools Infrastructure Directorate

Indicator title	<b>SOI 603: Number of public schools supplied with sanitation facilities</b>
<b>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: Septic Flush, Municipal Flush, VIP, and Chemical.
<b>Source of data</b>	School Infrastructure database
<b>Method of Calculation/ Assessment</b>	Count the total number of public ordinary schools provided with sanitation facilities in the year under review.
<b>Means of verification</b>	Completion certificate and/ or practical completion certificates and/ or works completion certificates.
<b>Assumptions</b>	All schools must have access to sanitation in line with the Norms and Standards for School Infrastructure
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	The needs of people with disabilities have to be taken into account with the establishment of ramps and other facilities
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	All public 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>	Schools Infrastructure Directorate



<b>Indicator title</b>	<b>SOI 604: Number of schools provided with new or additional boarding facilities</b>
<b>Definition</b>	This indicator measures the number of boarding facilities built in public schools.
<b>Source of data</b>	Infrastructure database; and Completion certificates of new schools
<b>Method of Calculation/ Assessment</b>	Count the total number of additional boarding facilities built in public 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>Assumptions</b>	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<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>	Schools Infrastructure Directorate

<b>Indicator title</b>	<b>SOI 605: Number of schools where scheduled maintenance projects were completed</b>
<b>Definition</b>	The South African Schools Act (SASA), No 84 of 1999 defines the roles of the Department of Basic Education (Provincial, District, Circuit, School Governing Body and School Principal) to maintain and improve the schools' property and buildings and grounds occupied by the schools, including boarding facilities. (Scheduled maintenance refers to planned maintenance but excludes emergencies)
<b>Source of data</b>	School Infrastructure database; and Completion certificates.
<b>Method of Calculation/ Assessment</b>	Count the total number of schools with scheduled maintenance completed
<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>Assumptions</b>	All infrastructure provision to be in line with the Norms and Standards for School Infrastructure
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	Schools to be conducive for learning and teaching
<b>Indicator responsibility</b>	Schools Infrastructure Directorate



Indicator title	<b>NSOI 6.1: Number of women benefitting from EPWP programmes</b>
<b>Definition</b>	Total number of women benefitting from the expanded public works programme. This indicator assists in measuring how many women are beneficiaries of the expanded public works programme Policy on EPWP Integrated Grant for Provinces and Education Infrastructure Grant.
<b>Source of data</b>	Infrastructure database with schedule of all women benefitting from EPWP programmes.
<b>Method of Calculation/ Assessment</b>	Count the number of women benefitting from EPWP Programs.
<b>Means of verification</b>	Responsibility Manager for Infrastructure/Infrastructure database with schedule of all women benefitting from EPWP programmes.
<b>Assumptions</b>	
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	Target for the year to be met.
<b>Indicator responsibility</b>	Infrastructure Development Directorate.

Indicator title	<b>NSOI 6.2: Number of youth benefitting from infrastructure projects</b>
<b>Definition</b>	Total number of youth benefitting from infrastructure projects This indicator assists in measuring how many youth are beneficiaries of infrastructure projects. Policy on EPWP Integrated Grant for Provinces and Education Infrastructure Grant.
<b>Source of data</b>	Infrastructure database with schedule of all youth benefitting from infrastructure projects
<b>Method of Calculation/ Assessment</b>	Count the number of youth benefitting from infrastructure projects.
<b>Means of verification</b>	Responsibility Manager for Infrastructure/Infrastructure database with schedule of all youth benefitting from infrastructure projects.
<b>Assumptions</b>	
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	Target for the year to be met.
<b>Indicator responsibility</b>	Infrastructure Development Directorate Annual Performance Plan 2018/19 VOTE 5 169



<b>Indicator title</b>	<b>NSOI 6.3: Number of disabled people benefitting from EPWP programmes</b>
<b>Definition</b>	Total number of disabled people benefitting from the expanded public works programme. This indicator assists in measuring how many disabled people are beneficiaries of the expanded public works programme Policy on EPWP Integrated Grant for Provinces and Education Infrastructure Grant.
<b>Source of data</b>	Infrastructure database with schedule of all disabled people benefitting from EPWP programmes.
<b>Method of Calculation/ Assessment</b>	Count the number of disabled people benefitting from EPWP Programmes
<b>Means of verification</b>	Responsibility Manager for Infrastructure/Infrastructure database with schedule of all disabled people benefitting from EPWP programmes.
<b>Assumptions</b>	
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	Target for the year to be met.
<b>Indicator responsibility</b>	Infrastructure Development Directorate



## Programme 7: Examination and Education Related Services

Indicator title	<b>SOI 701: Percentage of learners who passed the National Senior Certificate (NSC) examination</b>
<b>Definition</b>	This indicator measures the total number of 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>Source of data</b>	National Senior Certificate database
<b>Method of Calculation/ Assessment</b>	Numerator: total number of learners who passed NSC examinations Denominator: total number of learners who wrote the 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>Means of verification</b>	List of National Senior Certificate learners
<b>Assumptions</b>	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<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

Indicator title	<b>SOI 702: Percentage of Grade 12 learners passing at the Bachelor Pass level</b>
<b>Definition</b>	Number of learners who achieved Bachelor passes in the National Senior Certificate (NSC) expressed as a percentage of the total number of learners who wrote NSC examinations. Bachelor passes enables NSC graduates to enrol for degree courses in universities.
<b>Source of data</b>	National Senior Certificate database
<b>Method of Calculation/ Assessment</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 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>Means of verification</b>	List of National Senior Certificate learners
<b>Assumptions</b>	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<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



<b>Indicator title</b>	<b>SOI 703: Percentage of Grade 12 learners achieving 60% and above in Mathematics</b>
<b>Definition</b>	Number of Grade 12 learners passing Mathematics with 60% 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>Source of data</b>	National Senior Certificate database
<b>Method of Calculation/ Assessment</b>	Numerator: total number of Grade 12 learners who passed Mathematics in the NSC with 60% and above Denominator: total number of learners who wrote Mathematics in the NSC examinations 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>Means of verification</b>	List of National Senior Certificate learners
<b>Assumptions</b>	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	To increase the number of NSC learners who are passing Mathematics with 60% and above
<b>Indicator responsibility</b>	Examinations and Assessment Directorate

<b>Indicator title</b>	<b>SOI 704: Percentage of Grade 12 learners achieving 60% or more in Physical Sciences</b>
<b>Definition</b>	Number of Grade 12 learners passing Physical Sciences with 60% 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>Source of data</b>	National Senior Certificate database
<b>Method of Calculation/ Assessment</b>	Numerator: total number of Grade 12 learners who passed Physical Sciences in the NSC with 60% and above Denominator: total number of learners who wrote Physical Science in the NSC examinations 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>Means of verification</b>	List of National Senior Certificate learners
<b>Assumptions</b>	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	To increase the number of NSC learners who are passing Physical Sciences at 60% and above
<b>Indicator responsibility</b>	Examinations and Assessment Directorate





<b>Indicator title</b>	<b>SOI 705: Number of secondary schools with National Senior Certificate (NSC) pass rate of 60% and above</b>
<b>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>Source of data</b>	Primary Evidence: National Senior Certificate database; and Provincial database reconstructed to mirror national results. Secondary Evidence: NSC results as calculated by DBE in the NSC Report.
<b>Method of Calculation/ Assessment</b>	Count the total number of schools with a pass rate of 60% and above in the NSC examinations. 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>Means of verification</b>	National Senior Certificate database
<b>Assumptions</b>	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	NSC examinations are written in designated examination centres across districts. Centres are accessible to learners with disabilities.
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<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 Responsible Manager)

<b>Indicator title</b>	<b>NSOI 7.1: Number of schools with an NSC pass rate below 60%</b>
<b>Definition</b>	This is the total number of schools who pass in National Senior Certificate below 60% in a year. This indicator intends to track how many schools in the National Senior Certificate Examination as expressed in terms of the expected number of schools who should perform above the provincial planned target, do not make the expected standard. To attain the highest possible educational outcomes amongst learners in public ordinary schools. South African Schools' Act
<b>Source of data</b>	Provincial Programme Manager [NSC Grade 12 Examination Datasets]
<b>Method of Calculation/ Assessment</b>	The following formula applies to the calculation of this indicator: A simple count from the NSC statistics of the number of schools obtaining a pass below 60%.
<b>Means of verification</b>	Provincial Examinations NSC Database
<b>Assumptions</b>	
<b>Disaggregation of Beneficiaries (where applicable)</b>	Target for Women: N/A Target for Youth: N/A Target for People with Disabilities: N/A
<b>Spatial Transformation (where applicable)</b>	
<b>Calculation type</b>	Non-cumulative
<b>Reporting cycle</b>	Annual
<b>Desired performance</b>	0
<b>Indicator responsibility</b>	Curriculum Management and Delivery