



PERFORMANCE AGREEMENT

BETWEEN

THE PRESIDENT OF THE REPUBLIC OF SOUTH AFRICA

AND

THE MINISTER FOR BASIC EDUCATION

PERIOD OF AGREEMENT

JUNE 2019 TO APRIL 2024

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CONSTITUTION AND LEGISLATION

The *Constitution of the Republic of South Africa, 1996*, stipulates in section 91 (2) that the President appoints the Deputy President and Ministers, assigns their powers and functions, and may dismiss them.

The *Constitution of the Republic of South Africa, 1996*, stipulates in section 92 (1) that the Deputy President and Ministers are responsible for the powers and functions of the executive assigned to them by the President.

Executive Members' Ethics Act (No. 82 of 1998) state that members of the Cabinet must act according to a code of ethics, created by the President pursuant to the principles and framework established by the Executive Members' Ethics Act of 1998.

The principles of natural justice apply.

MINISTERIAL KEY RESPONSIBILITY AREAS

The constitutional imperatives and obligations contained in Chapter 5 of the Constitution including but not limited to sections 92, 93, 96, 97, 98, 99, are applicable.

The contents of this agreement set out the powers and functions assigned to you by the President in accordance with Section 91(2).

KEY RESPONSIBILITY AREA 1: POLITICAL LEADERSHIP CONTRIBUTING TO THE COUNTRY'S TRIPLE CHALLENGES, NDP PRIORITIES AND MEDIUM-TERM STRATEGIC FRAMEWORK (MTSF) 2019 – 2024

As Minister in the Cabinet you will contribute **individually and collectively** to addressing the triple challenges of poverty, inequality and unemployment and the MTSF 2019 - 2024.

Priority 3: *Education, Skills and Health*
Sub-programme: Basic Education



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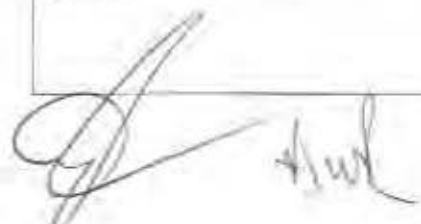
TARGET 1: Access to pre-schooling expanded to 95 percent and quality improved

IMPROVED SCHOOL-READINESS OF CHILDREN					
Outcome	Interventions	Indicators	Baseline	Targets	Minister's Responsibility
Migrate the responsibility and coordination for ECD to the DBE after Cabinet proclamation.		Amendment of legislation to regulate the new ECD landscape (NEPA, SASA, and Children's Act) ensuring a seamless transition on the ECD function shift.	New	Amendment of NEPA, SASA, and Children's Act completed within 9 months of cabinet proclamation on change.	Fast-track the legislative processes on the ECD function shift, and chair an IMTT of Ministries with a vested interest in the ECD delivery.
		Set in place systems that will ensure an enabling environment to give effect to the amended legislation.	New	New systems introduced gradually and in place fully by 2024.	Monitor the introduction and setup of systems that support and track a seamless migration transition which has been interrupted by COVID-19, though preparatory work is ongoing.
		Consult with ECD organisations with a national footprint on the model and architecture of ECD delivery.	New	All relevant ECD organisations with a national footprint have been consulted, and partnerships forged	Broad consultations are coordinated; and partnerships forged with NGOs, private sector, Departments. A new branch established with planning functions for ECD.
Develop and operationalise an ECD planning, funding, registration and information systems.		Percentage of 4 and 5 year-olds (Grade RR) enrolled in educational institutions by 2024.	68% (2017)	80% SP	Develop an effective system for monitoring access to ECD, and put in place effective funding and planning to ensure universal access.
		Percentage of 5 and 6 year-olds (Grade R) enrolled in educational institution by 2024	85% (2017)	99%	
Introduce the implementation of the Policy on Screening, Identification, Assessment and Support (SIAS) in ECD.		Practitioners and teachers in ECD are trained on the implementation of the Policy on SIAS.	New	100%	Fast-track the implementation of the Policy on SIAS in ECD centres, prior to children proceeding to accessing Grade R.
Introduce the Early Learning National Assessment (ELNA) focusing on a percentage of learners who are school ready for Grade 1.		A percentage of learners from ECD centres are school ready for Grade 1, having completed Grade R.	New	15% increase of the baseline to be established by 2022. Targets set for 2023, and 2024 and beyond.	Fast-track through the CEM the implementation and monitoring of the ELNA; and strengthen strategies and intervention intended to ensure that more learners are school ready for Grade 1.

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TARGET 2: More children in foundation phase acquire levels of literacy and numeracy required for meaningful lifelong learning by 2024

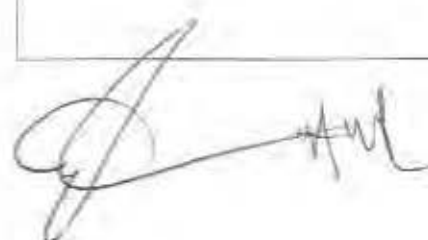
Outcome	10-YEAR-OLD LEARNERS ENROLLED IN PUBLICLY FUNDED SCHOOLS READ FOR MEANING			
Interventions	Indicators	Baseline	Targets	Minister's Responsibility
Develop and implement an Integrated Sector Reading Plan with a focus on primary schools	The Integrated Sector Reading Plan is developed and implemented.	New	All provinces develop and implement Provincial Reading Plans.	Monitor the implementation of the Integrated Sector Reading Plan.
Provinces develop and implement Provincial Reading Plans informed by the Sector Plan.	All provinces have developed and implemented their Provincial Reading Plans informed by the Sector Plan.	New		Partner with Council of Education Ministers (CEM) to ensure that Provincial Reading Plans are developed and implemented.
Roll-out the best practices, such as lesson plans, graded reading books, individualised coaching of teachers, learnt from Early Grade Reading Study and the Primary School Reading Improvement Programme for teaching reading and other innovations.	Provision of integrated package of lesson plans and additional reading materials.	New	Innovative approaches are implemented in Foundation Phase and Intermediate Phase and schools are provided with these lesson plans.	Monitor implementation of strategies designed to increase performance in Reading and Numeracy.
Implement innovative assessment approaches, such as the Early Grade Reading Assessment and the new Systemic Evaluation.	Proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills, as assessed through the new Systemic Evaluation by 2024.	New	Grade 3 performance in the new Systemic Evaluation Reading (targets to be determined after first assessment).	Fast-track the process of implementing the new Systemic Evaluation by reaching agreements with Unions.
Invest in the development of reading materials in indigenous languages and English First Additional Language for academic purposes, including workbooks and other resources that will support a conducive learning environment.	Provision of a minimum package of resources and additional reading materials to learners in Foundation Phase and Intermediate Phase.	New	All learners in public schools in Foundation Phase and Intermediate Phase are provided with a minimum package of reading resources to support their learning.	Monitor development of the minimum package of resources for Foundation Phase and Intermediate Phase learners; and partner with CEM to ensure that the minimum package of resources is implemented.
Professional teacher development provided for teaching reading and numeracy, maths and science.	All foundation and intermediate phase teachers trained on teaching reading in English and African languages. Percentage of foundation phase teachers trained on teaching numeracy.	New	100% of foundation and intermediate phase teachers trained in teaching reading and numeracy.	Partner with CEM to ensure that teachers are trained in teaching reading and numeracy, especially in terms of curriculum recovery, trimming requirements of COVID-19 impact in the sector.



Strengthen innovations aimed at mobilising the nation to support reading promotion, such as the Read to Lead campaign and the National Reading Coalition.	Various sectors including business and civil society are mobilised through Read to Lead campaign and National Reading Coalition.	New	Mobilisation and reading intervention plans are coordinated through Read to Lead and National Reading Coalition.	Support and monitor the implementation of the Read to Lead and National Reading Coalition.
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TARGET 3: Improved quality of learning outcomes in the intermediate and senior phases, with inequalities reduced by 2024

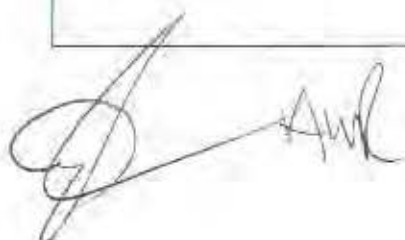
YOUTHS BETTER PREPARED FOR FURTHER STUDIES AND THE WORLD OF WORK BEYOND GRADE 9				
Outcome	Indicators	Baseline	Targets	Minister's Responsibility
Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs).	Learning outcomes in Grades 6 and 9 in critical subjects, reflected through the new Systemic Evaluation.	New	Grades 6 and 9 performances in the new Systemic Evaluation – Maths and Literacy targets to be determined after first assessment by 2024	Ensure the new Systemic Evaluation is fully implemented through the CEM processes, and digital means used to enhance the assessment.
Implement programmes to expand maths, science and reading outcomes through improving materials, teacher supply and development through professional learning communities and other means, and a better accountability system for principals, which should be fair, based on appropriate data, and take into account the socio-economic context of schools.	Average score obtained by Grade 4 learners in PIRLS	320 average score in PIRLS (2016)	355 average score in PIRLS by 2021.	Monitor approaches designed to improve the sector performance in International Assessments to achieve targets in Grade 4 learner performance in PIRLS.
	Average score obtained by Grade 5 learners in TIMSS by 2023.	376 average score in TIMSS (2015)	426 average score in TIMSS score by 2023.	Monitoring approaches designed to improve the Sector performance in Grade 5 learner performance in TIMSS; Grade 6 learner performance in SEACMEQ; and Grade 9 learner performance in TIMSS. The implementation of the assessments are not affected by COVID-19 at the time of signing.
	Learning outcomes in Grade 6 Maths and Reading according to the international SEACMEQ by 2023.	Average score for Grade 6 in the SEACMEQ: Maths – 552 (2020) Literacy – 538 (2020)	Average score for Grade 6 in the SEACMEQ for: Maths – 600 by 2023 Literacy – 600 by 2023	
	Learning outcomes in Grade 9 in Maths and Science in TIMSS programmes by 2023.	Grade 9 performance in the TIMSS: Maths – 372 (2015) Science – 358 (2015)	Average score for Grade 9 in the TIMSS for: Maths – 420 by 2023 Science – 420 by 2023	



Introduction of Coding and Robotics curriculum.	Coding and Robotics curriculum implemented.	New	Coding and Robotics curriculum in place by 2023 and piloted thereafter.	Support the implementation of the curriculum introducing Coding and Robotics; and ensure resources for successful implementation are available.
Introduce the General Education Certificate (GEC) in Grade 9, in part to facilitate articulation and movement between schools and TVET colleges.	A policy pertaining to the Conduct, administration and management of GEC ready for Grade 9.	New	First GEC examinations piloted by 2023	Ensure the introduction of GEC examinations supports access to education into different systems.

TARGET 4: More learners obtain a National Senior Certificate (NSC) with excellent marks in critically important subjects by 2024

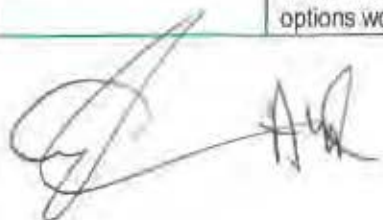
YOUTHS LEAVING THE SCHOOLING SYSTEM MORE PREPARED TO CONTRIBUTE TOWARDS A PROSPEROUS AND EQUITABLE SOUTH AFRICA				
Outcome				
Interventions	Indicators	Baseline	Targets	Minister's Responsibility
Introduce programmes for improvement of teaching and learning so as to improve learning outcomes in the FET phase.	The number of youths obtaining Bachelor-level passes in NSC	Bachelor-level passes in NSC: 172 043 (33.6%) in 2018	Bachelor level passes: 190 000 by 2024	Ensure Grade 12 learner performance in the following categories reaches set targets: Bachelor pass; learners passing Maths at 60% and above; and Learners passing physical science at 60% and above. Number of provinces monitored on extra-support classes to increase the number of learners achieving Bachelor level passes.
Implement the Math, Science and Technology (MST) strategy.	The number of youths obtaining 60% and above in mathematics and physical science	Youths passing Maths at 60% and above – and 28 151 (12%) in 2018	Youths passing Maths at 60% and above: 35 000 by 2024.	
	The number of youths obtaining 60% and above in Physical science.	Youths passing physical science at 60% and above – 30 368 (17.6%) in 2018	Youths passing physical science at 60% and above – 35 000 by 2024	
Ramp-up the introduction of the Three-Streams Curriculum Model.	100% of Schools of Skills implementing technical-occupational curriculum	New	100% of Schools of Skills implementing the curriculum	Provision of support and oversight in the revision of CAPS to include technical-occupational curriculum.
	1 007 of ordinary schools implementing technical-occupational curriculum	New	1 007 ordinary schools implementing the curriculum by 2024.	Ensure that resources for offering technical-occupational curriculum are available.



Increase access among historically disadvantaged learners to "niche" subjects, such as those focusing on engineering and computing.	Skills subjects introduced that are relevant to 4IR (robotics, coding, digital learning and data analytics).	New	Coding, robotics, data analytics and other 4IR subjects in place and piloted before 2022.	Ensure curriculum is revised to include robotics, coding, data analytics and digital learning; ensure access to tablets for learners in inclusive schools; and work with industry to nurture talent that responds to industry needs.
Focus Schools introduced to nurture talent across different disciplines.	Number of Focus Schools for high-tech, maritime, aviation, arts and science.	New	5 types of Focus Schools rolled out by 2024.	
Redesign and reconfigure the Second-Chance Matric Programme to focus on two pillars, namely – Matric rewrite for learners to achieve subject passes towards the matric qualification. Introduce a programme to train unemployed youth in general maintenance of schools.	Matric Rewrite: Support learners to achieve subject passes in the 2020 academic year.	60 000 learners achieve subjects' passes towards a matric qualification	60 000 learners achieve subject passes by 2024.	Ensure that learners achieve subject passes towards the Matric qualification.
	Training unemployed youth in an accredited course in general maintenance of school buildings.	New	At least 710 unemployed young people trained to do maintenance in schools within the 71 education districts.	Coordinate the involvement of relevant stakeholders, including relevant Departments in support of this work with economic and employment focused programmes of government, including through the Presidential Stimulus Package. The figure of youth taken up will increase when the planning of the education response to the employment stimulus is fully elaborated from 2022.

Outcome SCHOOL PHYSICAL INFRASTRUCTURE AND ENVIRONMENT THAT INSPIRES LEARNERS TO LEARN AND TEACHERS TO TEACH				
Interventions	Indicators	Baseline (Jun 2019)	Targets	Minister's Responsibility
Eradication of school infrastructure backlog through the ASIDI programme.	Increase the number of schools which reach minimum physical infrastructure norms and standards.	A cumulative total of 222 old schools consisting of inappropriate structures have been replaced as at 2019	On 31 March 2023, construction at 90 additional new schools will have reached Practical Completion.	Monitor and take remedial action to ensure schools reach minimum physical infrastructure norms and standards. The COVID-19 pandemic has meant some conditional grants have been cut, to provide for government's recovery programme, and resources diverted to emergency provision. The focus in the current and immediate year, is on
		Sanitation has been upgraded at a cumulative total of 795 schools in 2019	An additional 3 798 schools will have been provided with water on 31 March 2023	

		Water supply has been upgraded at a cumulative total of 937 schools in 2019	Water supply would be upgrade to a cumulative 1 062 schools at the end of March 2021	emergency provision. as this will determine the ability to deal with, and overcome the response to the pandemic in our sector in 2020 and beyond. Budgets have been reprioritised to deal with this emergency.
Eradication of inappropriate sanitation facilities through the Sanitation Appropriate for Education SAFE Initiative	3 898 schools that were identified to have inappropriate sanitation facilities are provided with appropriate sanitation facilities by the end of March 2022.	Appropriate sanitation facilities will be provided to 3 898 schools by 31 March 2022.	The construction of appropriate sanitation facilities in a cumulative 3 898 schools have reached Practical Completion by 31 March 2022.	The Minister will ensure the seamless roll-out of the SAFE Initiative over the 2019 MTEF period. The Minister will Constantly monitor roll-out of the SAFE Initiative.
Improvement of the monitoring and oversight capacity of the Department related to infrastructure delivery school infrastructure through Provincial programmes.	improve the systems, capacity and management information in the programme.	The National Education Infrastructure Management System was developed in 2006. About 50% of facility data was updated in 2014.	Upgrade the functionality of the system and update the facility data of the National Education Infrastructure Management System (NEIMS) by 2024.	Monitor and take remedial action to ensure capacity to provide monitoring and oversight of National infrastructure programme.
		The Programme Management System (EFMS) is owned by the State and used by some Provinces.	Upgrade the functionality of the system and implement the EFMS for the sector by 2024.	
		The Infrastructure Unit had only 2 Built Environment Professionals.	Capacitate the Infrastructure Unit with 10 Built Environment Professionals by 2022.	
		Almost total dependence on Implementing Agents, focussed on multiple small projects in a traditional Design-by-Employer approach.	Develop and implement an enhanced infrastructure delivery strategy aligned with the initiatives of the Presidential Infrastructure Coordinating Committee by 2022.	
Leverage ICT related programmes to support learning.	Schools with access to functional internet connectivity for teaching and learning, connected through different options working with the DCDT.	64% of schools have some connectivity (POA Q4: 2018/19)	90% to be connected for teaching and learning by 2024.	Support the Minister of DCDT, to ensure internet connectivity targets for teaching and learning in schools are met.

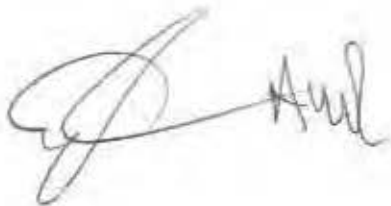


KEY RESPONSIBILITY AREA 2: PRIORITY 6: CAPABLE, ETHICAL AND DEVELOPMENTAL STATE

This MTSF priority has transversal interventions that apply to all Ministers as per the table below:

Targeted impact: Public value and trust; Active citizenry and partnerships in society

Outcome	FUNCTIONAL, EFFICIENT AND INTEGRATED GOVERNMENT			
Interventions	Indicators	Baseline	Targets	Minister's Responsibility
Measures taken to eliminate wasteful, fruitless and irregular expenditure in the public sector.	Percentage elimination of wasteful and fruitless expenditure in public sector institutions.	2018 Baseline	100% elimination of wasteful and fruitless expenditure incrementally from baseline of 2019 by 2024.	Eliminate wasteful and fruitless expenditure.
	Percentage reduction of irregular expenditure in public sector institutions.	2018 Baseline	75% reduction of irregular expenditure incrementally from baseline of 2019 by 2024.	Ensure irregular expenditure is reduced and where it occurs and make sure action is taken.
	Percentage reduction of qualified audits in the public sector.	2018 Baseline	75% reduction of qualified audits incrementally from baseline of 2019 by 2024.	To maintain unqualified audit opinions in your department/s and entities and to improve qualified opinions to at least unqualified.
Programme to prevent and fight corruption in government.	Percentage resolution of reported incidents of corruption in the government.	Trends from the Anticorruption Hotline and Crime Statistics	95% resolution of reported incidents of corruption by 2024 via disciplinary and criminal interventions.	Enforce consequences for corruption and misconduct.
	Ensure functionality of ethics structures and adequate capacity.	New	Establish ethics committees and adhere to terms of reference.	Oversee the implementation of the ethics structures.
Develop and implement district / metro joined-up plans.	% joined-up plans	New	100% joined-up plans	Contribute to the development of the economic development component of the joined-up plan.



PRIORITY 3: HEALTH

Targeted Impact: All women, girls, youth and persons with disabilities enjoy good quality health care and better life opportunities

Outcome	IMPROVED EDUCATIONAL AND HEALTH OUTCOMES AND SKILLS DEVELOPMENT FOR ALL WOMEN, GIRLS, YOUTH AND PERSONS WITH DISABILITIES			
Interventions	Indicators	Baseline	Targets	Minister's Responsibility
Targeted programmes to up-scale existing campaigns and programmes on new HIV infections among youth, women and persons with disabilities.	Health status by age, gender and disability	SANAC mid-term Review of National Strategic Plan on HIV (2018)	50% reduction in HIV incidence by 2024.	Work with Ministers of Health and Social Development to ensure the education sector plays a supportive role in order to achieve the set targets.
Mainstream gender, youth and disability issues in programmes on access to universal education, life skills, skills development and training and in different field of study, including STEM.	Information on programme participation of youth by age grouping, gender and disability published annually.	No baseline	Baseline reports on programme participation developed by 2022, and routinely used in reporting by 2024.	Work with Ministers of Health and Women, Youth and Persons with Disabilities to ensure adherence to inclusivity. Minister will work with ministers to adhere to social justice principles of equity, redress and inclusivity so that an inclusive society and economy are realised.
Targeted programmes to up-scale existing initiatives on the prevention and management of teenage pregnancy, alcohol and drug abuse among youth in and with existing Comprehensive Sexuality Education (CSE) initiatives.	Improved CSE participation in response to emerging issues in CS including learner pregnancy	No baseline	Baseline reports available on participation in CSE by 2024.	Cooperate with the Ministers of Health, Social Development, and Police Services to strengthen collaborative efforts; and ensure that the Sector plays a supportive role to achieve the set targets.

PRIORITY 4: CONSOLIDATING THE SOCIAL WAGE THROUGH RELIABLE AND QUALITY BASIC SERVICES

Targeted Impact: Human dignity for persons with severe disabilities, women and girls' achieved through freedom of choice and decent living conditions

Outcome	INCREASED ACCESS TO DEVELOPMENT OPPORTUNITIES FOR CHILDREN, YOUTH AND PARENTS/ GUARDIANS			
Interventions	Indicators	Baseline	Targets	Minister's Responsibilities
Expand measures to ensure early development screening for all children, and clearly defined eligibility criteria to reduce exclusion errors for social assistance support for children with disabilities and severe intellectual impairment.	Children in Grades R, 3 and 6 are screened and assisted according to their learning needs.	New	All children between the ages of 0-13 years are screened for learning / developmental delays and/or disabilities are receiving individualised support by 2024	Work with Ministers of Health and Social Development as well as the SIAS structures to ensure delivery of screening protocols.

PRIORITY 6: SOCIAL COHESION AND SAFER COMMUNITIES

Targeted Impact: A diverse socially cohesive society with a common national identity

Outcomes				
EQUAL OPPORTUNITIES, INCLUSION AND REDRESS				
Interventions	Indicators	Baseline	Targets	Minister's Responsibility
Promote the study of history in schools.	Revised and reformed History curriculum	New	Revised History Curriculum Policy / Documents for Grades 4-12 by 2024	Ensure that History curriculum is revised and implemented.
Promotion and implementation of indigenous languages.	Number of schools that have introduced African languages in their curriculum	Pilot in Grade 1-2 in 264 schools across all provinces	80% of public schools have introduced African languages in their curriculum by 2024.	Enforce compliance.
Outcome				
PROMOTING SOCIAL COHESION THROUGH INCREASED INTERACTION ACROSS SPACE AND CLASS				
Interventions	Indicators	Baseline	Targets	Minister's Responsibility
Promote learner participation in social cohesion, sport and enrichment programmes in order to positively impact on learning outcomes.	Number of learners participating in the national social cohesion sport and enrichment programmes.	7 500 participants	37 500 (cumulative) by 2024	Review the MoA with SRSA to focus on mass participation in school sport; ensure the sector cooperates with other Departments, business, and other social partners; and finalise the policy on co-curricular, sport and enrichment to guide the sector; and strengthen the implementation of physical education as articulated in the CAPS.
Outcome				
PROMOTING ACTIVE CITIZENRY AND LEADERSHIP				
Interventions	Indicators	Baseline	Targets	Minister's Responsibility
Promote participation in school-based community governance processes committed to active citizenship.	SGB Training completed every time SGBs are trained.	None	All elected SGB trained in every cycle by 2024	Ensure SGBs receives proper training to promote democratic values through inclusive approaches for social justice and integration at all schools.
Outcome				
GENDER-BASED VIOLENCE AND FEMICIDE				
Interventions	Indicators	Baseline	Targets	Minister's Responsibility
Promote Gender Empowerment in school communities.	Number of schools with programmes specifically designed and rolled out to address gender equity. Views and perceptions from young people on gender equality used to track attitudes.	New	Adapt and support roll-out of school-based gender empowerment programmes annually by March 2024).	DBE with the support of Provincial Education Departments, will support DSD to work towards changing behaviour and social norms that drive the prevention of GBV with key groups, using a variety of approaches, including commissioning studies to better understand how to intervene in addressing harmful gender norms among school-going youth.

	Strategic interventions for boys and girls identified for roll-out.	New	By August 2020 to March 2024	Support the GBVF Council & Research Institutions, in collaboration with the DHET, DSD, National Centre on Violence and Crime Prevention, CSQ to design and adapt interventions that provide skills that shape new forms of positive masculinities among school-going youth.
	Gender empowerment and the prevention of GBVF is integrated into the roll-out of ECD delivery.	New	By April 2020 to March 2024	Work with the GBVF Council, DSD, DOH, COGTA, social partners, and parents to embrace gender empowerment in ECD delivery/
Increase intersectional alliances in the prevention of GBVF on the grounds of race, gender, sex, ethnic or social origin, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.	Discrimination and intolerance prevention programmes integrated into violence prevention programming.	New	By April 2020 to March 2024 programs in place	GBVF Council, DOJ&CD with the support of DBE, DHET, DEL, NSG integrate GBV prevention into SOGI programming and vice versa/
	Good Schools Toolkit piloted and adapted.	New	Toolkit is piloted by April 2022	DBE support DOJ&CD roll out an evidence-based prevention intervention targeting school going children/
	School Assemblies to End School-related Gender-based Violence.	New	April 2022	DBE support DSD Council, and GCIS Community outreach interventions to raise awareness and generate acceptance of different expressions and forms of sexual orientation and sexual and gender identities are rolled out/
	Guidelines and tools to support the uptake of human rights, values and social cohesion.	New	April 2022	DBE in collaboration with department of Arts and Culture and Social Development as well as civil society partners develop and disseminate the guidelines and tools for schools/
	Empower and support parents within the School Governing Bodies to prevent GBVF in schools (e.g., Sinovuyo, Parenting Programmes Seven Passes).	New	March 2023	Together with DSD roll-out Parenting programmes to equip mothers and fathers with non-violent and gender transformative communication and parenting skills.
	Support the rollout of the After school care programmes through guidelines and the deployment and skills development of human capacity.	New	March 2024	DBE support DSD in the roll-out after school care programmes, targeting informal settlements and communities where children are particularly vulnerable and affected by violence.

Outcome	SCHOOL SAFETY			
Interventions	Indicators	Baseline	Targets	Minister's Responsibility
Promote safe learning environments that are conducive for effective teaching and learning.	Effective implementation of the National School Safety Framework (NSSF).	75 Existing District Safety Forums inducted	75 District Safety Forums inducted by 2024	Work with and through provinces to monitor, support and provide targeted interventions in districts and strengthen partnerships with SAPS and DSD including diversion programmes.
Strengthen Disaster and Risk Management responsiveness in schools for learners with special needs.	Improved responsiveness to Disaster and Risk Management in schools with learners with special needs.	75 districts trained on Disaster Risk Management	75 Education Districts by 2024	Collaboration with COGTA and SALGA to support district responsiveness to disaster risk management in school for learners with special needs.

KEY RESPONSIBILITY AREA 3: INSTITUTIONAL OVERSIGHT OF THE HOD AND DEPARTMENT

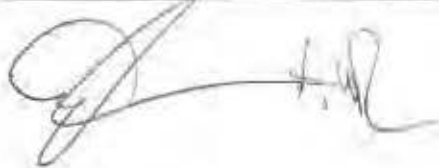
Management Area	Key activities	Performance indicators	Targets				
			2019/20	2020/21	2021/22	2022/23	2023/24
Executive Authority oversight over the Deputy Minister							
Executive Authority oversight over the Deputy Minister	Delegation of powers and functions to the Deputy Minister	Annual updated delegations	Updated delegations	Updated delegations	Updated delegations	Updated delegations	Updated delegations
Executive Authority oversight over the Accounting Officer							
Executive Authority oversight over the Accounting Officer.	Management of the performance of the Director-General.	Implementation of Head of Department Performance Management and Development System.	Conclusion of the Performance Agreement, Implementation of the mid-term review and Annual Assessment of the DG.	Conclusion of the Performance Agreement, Implementation of the mid-term review and Annual Assessment of the DG.	Conclusion of the Performance Agreement, Implementation of the mid-term review and Annual Assessment of the DG.	Conclusion of the Performance Agreement, Implementation of the mid-term review and Annual Assessment of the DG.	Conclusion of the Performance Agreement, Implementation of the mid-term review and Annual Assessment of the DG.
	Monitor compliance to 30 day payments requirement	Monitoring report with corrective measures where applicable	Annual 30 day payment report with corrective measures implemented where applicable	Annual 30 day payment report with corrective measures implemented where applicable	Annual 30 day payment report with corrective measures implemented where applicable	Annual 30 day payment report with corrective measures implemented where applicable	Annual 30 day payment report with corrective measures implemented where applicable

The oversight and achievement of departmental strategic goals and annual performance plans and budget

Political oversight on strategic planning and reporting.	Oversee the development of departmental Strategic and Annual Performance Plans and monitor the implementation thereof.	Approval of Strategic Plan, and Annual Performance Plans.	Approved Strategic Plan and Annual Performance Plan.	Approved Annual Performance Plan..	Approved Annual Performance Plan	Approved Annual Performance Plan	Approved Annual Performance Plan
		Consideration and approval of Quarterly Performance Reports and Annual report.	Fourth Quarterly and Annual report / reports approved.	Fourth Quarterly and Annual report / reports approved.	Fourth Quarterly and Annual report / reports approved.	Fourth Quarterly and Annual report / reports approved	Fourth Quarterly and Annual report / reports approved
Political oversight on gender responsive strategic planning and reporting	Oversee the development of gender responsive departmental Strategic and Annual Performance Plans and monitor the implementation thereof	Consideration and approval of Quarterly Performance Reports and Annual report.	Fourth Quarterly and Annual report reports approved.	Fourth Quarterly and Annual report reports approved.	Fourth Quarterly and Annual report reports approved.	Fourth Quarterly and Annual report reports approved	Approved gender responsive Annual Performance Plan
		Consideration and approval of gender responsive Quarterly Performance Reports and Annual report.	Fourth Quarterly and Annual gender responsive report(s) approved.	Fourth Quarterly and Annual gender responsive report(s) approved.	Fourth Quarterly and Annual gender responsive report(s) approved.	Fourth Quarterly and Annual gender responsive report(s) approved	Fourth Quarterly and Annual gender responsive report(s) approved

National Department facilitates public involvement, participation and service delivery improvement initiatives

Support good governance through leading participatory governance and social compacts with stakeholders.	Ensure optimal functioning of sectoral participatory governance mechanisms.	Development and implementation of Public / Stakeholder Participatory Strategies and Plan.	80% implementation of Public / Stakeholder Participatory Plan.	80% implementation of Public Participatory / Stakeholder Plan.	80% implementation of Public / Stakeholder Participatory Plan.	80% implementation of Public / Stakeholder Participatory Plan.	80% implementation of Public Participatory Plan.
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National Departments' and entities' involvement and contribution to the District Development Model							
Involvement and contribution to the District Development Model (DDM).	Participation in the DDM where applicable.	Contribute to the development of the "One Plan" and monitor the implementation against the plan, focusing on infrastructure provision.	80% achievement of own commitments in the "One Plan".	80% achievement of own commitments in the "One Plan".	80% achievement of own commitments in the "One Plan".	80% achievement of own commitments in the "One Plan".	80% achievement of own commitments in the "One Plan".

KEY RESPONSIBILITY AREA 4: POLITICAL LEADERSHIP AND OVERSIGHT

Management Area	Key activities	Performance indicators	Targets				
			2019/20	2020/21	2021/22	2022/23	2023/24
Government structures							
Effective Coordination and chairing of the Ministerial Cluster on the SPCHD	Effective Coordination and chairing of the Ministerial Cluster on the SPCHD	Scheduled meeting actualised and set targets monitored	100% Scheduled meeting actualised and set targets monitored.	100% Scheduled meeting actualised and set targets monitored.	100% Scheduled meeting actualised and set targets monitored.	100% Scheduled meeting actualised and set targets monitored.	100% Scheduled meeting actualised and set targets monitored.
Active participation in Inter-Ministerial Committees, MINMEC's, Cabinet Clusters and other Executive Structures.	Attendance of Executive structure meeting and performing the tasks related to the structures.	Participation in Executive Structures	Attend and implement 80% of tasks associated to member.	Attend and implement 80% of tasks associated to member.	Attend and implement 80% of tasks associated to member.	Attend and implement 80% of tasks associated to member.	Attend and implement 80% of tasks associated to member.
Parliamentary Accountability							
Accountability to the Parliament	Responding to Parliamentary Questions and ensuring accountability of own departments and entities to Parliament.	Timely response to Parliamentary Questions and tabling of Plans, Budget and Reports.	100% accountability to the Parliament	100% accountability to the Parliament	100% accountability to the Parliament	100% accountability to the Parliament	100% accountability to the Parliament



Oversight on State Owned Companies and Public Entities/Agencies

Oversight over Public Entities	Perform oversight over the governance and performance of entities.	Enter into shareholder compacts and oversee the development of Annual Plans and regular governance and performance of the Entities.	Shareholder compact updated, plans approved and performance monitored.	Shareholder compact updated, plans approved and performance monitored.	Shareholder compact updated, plans approved and performance monitored.	Shareholder compact updated, plans approved and performance monitored.	Shareholder compact updated, plans approved and performance monitored.
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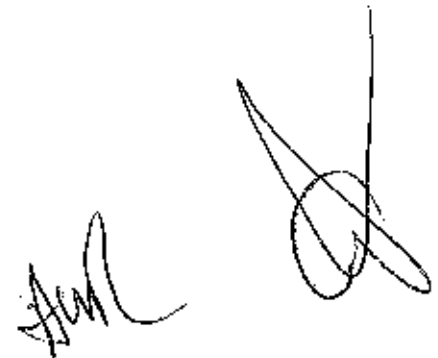
Notes to this submission of the Performance agreement July 2020

Priority 3, 4 and 6 indicators, interventions and targets have been determined with the leadership of the lead departments which have these areas under their span of control.

The Annual Performance Plans and Strategic Plans will complement this performance agreement on a yearly basis, and the sector plan Action Plan 2024 includes information on the specific detail of the programmes.

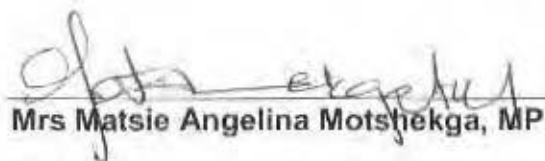
Issues of COVID-19 will be with us for at least 2 years, however the sectoral mandate remains, so some targets which are implicated before 2014 have been shifted out by a year. One anticipates that the targets and progress will be reviewed once the pandemic has abated and when the national emergency has normalised. In the meantime, the approach to reviewing the performance agreement has been as follows:

- (a) Emergency COVID-19 infrastructure, water and sanitation targets for the current year have been included as these are urgent and have been prioritised within the sector;
- (b) Hard targets related to ECD migration, coding and robotics curriculum, and establishment of assessment systems targets have been shifted out by a year, where it makes sense to do so;
- (c) Any issues requiring face to face monitoring have been replaced with digital monitoring in the DBE and the rest of the sector. Some such as the choral Eisteddfod have been cancelled for the current year and replaced with other interactions -- including digitally mediated ones; and
- (d) Administrative costs have been cut and PPE provision has been covered through reprioritisation of grants from the DBE, and these have been used to purchase supplies for provinces which had not got funding for these.



SIGNATURES

I Matsie Angelina Motshekga hereby declare that the information provided in this performance agreement has been agreed upon by myself and the President of South Africa. This is a legal and binding performance agreement that will be used for assessment purposes.


Mrs Matsie Angelina Motshekga, MP

Minister of Basic Education

30.10. 2020


His Excellency Mr MC Ramaphosa

President of the Republic of South Africa

30.10. -2020

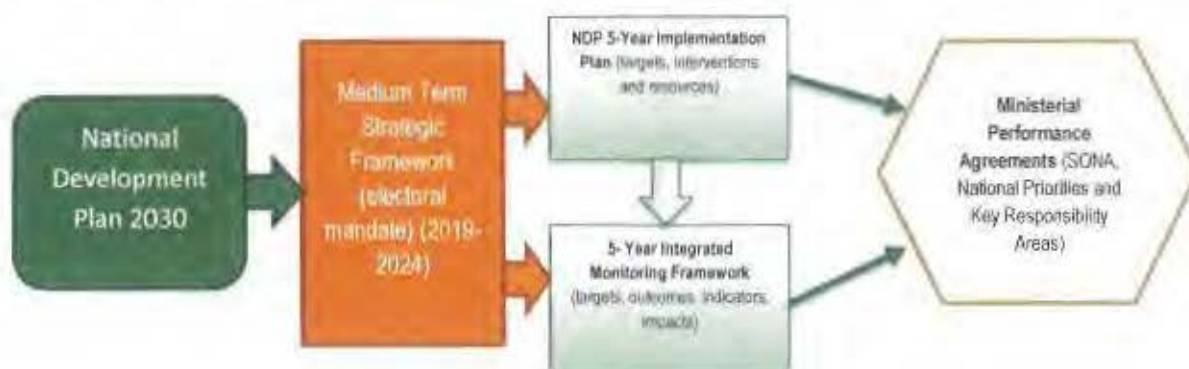
ANNEXURE 1: EXPLANATORY GUIDELINE

1. CONSTITUTION AND LEGISLATION

This aspect highlights constitutional imperatives, obligations, powers and functions of the President relating to the implementation of Ministerial Performance Agreements. It also points out key legislation in this regard.

2. BACKGROUND AND CONTEXT

In October 2019, Cabinet considered and approved the 2019 – 2024 Medium-Term Strategic Framework (MTSF). The MTSF translates the electoral mandate and the National Development Plan into a 5-year programme of government and comprises the 5-Year Implementation Plan and the Integrated Monitoring Framework, containing clear targets, interventions, resource implications and impacts.



In his State of the Nation Address (SONA) on 20 June 2019, the President confirmed the 7 national priorities, based on the electoral mandate, as follows:

- Priority 1:** Economic transformation and job creation;
- Priority 2:** Education, skills and health;
- Priority 3:** Consolidating the social wage through reliable and quality basic services;
- Priority 4:** Spatial integration, human settlements and local government;
- Priority 5:** Social cohesion and safe communities;
- Priority 6:** A capable, ethical and developmental state; and
- Priority 7:** A better Africa and World.

In his reply during the SONA debate, the President further elaborated on why the above 7 priorities are important and demonstrated that government has a clear plan for the road ahead. The key task is speedy and effective implementation. The new Cabinet has a central role in ensuring that the commitments made in the SONA are implemented with the necessary urgency and vigour.

To this end the Ministerial Performance Agreements (MPAs) will be based on the commitments in the State of the Nation Address and selected priority actions from the 2019 – 2024 MTSF. Each MPA contains a set of specific targets backed by measurable performance indicators to be achieved over the 5-year electoral period, the purpose of which is to put the country on a positive path towards our national development goals and objectives.

Deputy Ministers Performance Agreements will be developed once formal and final delegations regarding their roles and responsibilities have been included in the agreement. This is expected to be completed by the end of January 2020. The performance agreements of Directors General for the 2020 period will then follow.

As you are aware, upon the announcement of the new Cabinet, the President made the following undertaking to the people of South Africa:

The people who I am appointing today, must realise that the expectations of the South African people have never been greater; and that they will shoulder a great responsibility. Their performance – individually and collectively – will be closely monitored against specific outcomes. Where implementation is unsatisfactory, action will be taken.

It is the aim of this Performance Agreement to give effect to this undertaking.

2. KEY RESPONSIBILITY AREA 1: POLITICAL LEADERSHIP CONTRIBUTING TO THE COUNTRY'S TRIPLE CHALLENGES, NDP PRIORITIES AND MEDIUM TERM STRATEGIC FRAMEWORK (MTSF) 2019 – 2024

This aspect draws directly from the content of the MTSF and SONA and highlights specific responsibilities of the Minister in relation to a particular priority, indicator and target. This will help focus the work of the Minister concerned to the strategic agenda of government. As Minister in the Cabinet you will contribute **individually and collectively** to addressing the triple challenges of poverty, inequality and unemployment and the MTSF 2019 – 2024.

- **Priority:** indicates which of the 7 priorities are directly applicable to the Minister concerned. The Minister is still expected to contribute to the rest of the MTSF as part of the National Executive collective.
- **Target:** provides context to the medium to long-term impact we are seeking to achieve e.g., economic growth.
- **Outcome:** highlights the broad result area we want to make a difference within a year up to 5 years.
- **Indicators, baselines and targets:** are measures that are directly taken from the MTSF.
- **Minister's responsibility:** this column emphasizes the specific contribution that the Minister must make towards delivery of the intervention in the short to medium term. Where a Minister is mentioned as a lead, he or she must take responsibility to convene other relevant stakeholders towards the implementation of a particular intervention. Where a Minister is mentioned as contributing department, it indicates a need for the Minister to take initiatives towards working with Cabinet colleagues and stakeholders to deliver on the specific intervention. The Cluster system will help with further clarification of these roles and responsibilities.

3. KEY RESPONSIBILITY AREA 2: PRIORITY 6: CAPABLE, ETHICAL AND DEVELOPMENTAL STATE

This MTSF priority has a few transversal interventions that apply to all Ministers, hence it must be included in all Ministerial Performance Agreements. Its content also ties in closely with the next key responsibility areas.

4. KEY RESPONSIBILITY AREA 3: INSTITUTIONAL OVERSIGHT OF THE HOD AND DEPARTMENT

*Shows how you will **provide strategic leadership, direction and oversight** to own departments through the DG in the following areas:*

- *Show how you will manage the performance of Heads of Department and Department.*
- *Demonstrate accountability to Parliament (e.g., respond timeously to Parliamentary questions, account for performance of own departments and entities, and timely responses to Parliamentary questions).*
- *Describe how in executing your role and responsibility you will provide oversight in performing the functions below.*

5. KEY RESPONSIBILITY AREA 4: POLITICAL LEADERSHIP AND OVERSIGHT

- *Describe how in executing your role and responsibility you will provide oversight in performing the functions below.*
- *Show how you will actively participate and contribute to the different governance structures, for example, the Cluster / Committee/s system; to Inter-Ministerial Committees and MinMecs.*
- *Show how you will provide leadership and oversight to State Owned Entities / Agencies that you are responsible for.*
- *The oversight and achievement of departmental strategic goals and annual performance plans and budget*
- *National Department facilitates public involvement, participation and Service Delivery Improvement Initiatives*
- *National Department involvement, participation in the District Planning Model*

8. IMPLEMENTATION

To improve the likelihood of achieving the targets above, you are advised to ensure that senior managers in your department translate the priority actions and targets in this agreement into a delivery plan with the following elements:

- *Formulating the aspiration: A clear statement of goals, outcomes and targets to be achieved for each priority arising out of a rigorous problem analysis, needs assessment and diagnosis;*
- *A coherent theory of change – articulating the best way to achieve the aspiration based on relevant theoretical literature and research on local and international cases as well an assessment of current policies and whether they are enablers or constraints. If the latter, then they should be revised and amended accordingly. To note is that in many instances policy development is not a problem, implementation is. However, in some cases revisions to policies may be required and in rare situations new policies may be required to enable the achievement of the priority;*
- *Setting specific milestones to be reached with leading indicators.*
- *Interventions (addressing inhibitors/constraints and identifying drivers of performance). Agreeing on who is involved and how those involved will go about contributing to the priority; and*
- *A delivery trajectory mapping out the points from current performance (base line) and showing how implementation of initiatives will shift performance towards the set outcome and target. Points along the delivery trajectory will be used to conduct rapid impact assessments to establish whether real improvement is happening on the ground.*

The delivery plan therefore essentially specifies what will be achieved (impact, outcome, target), where it will be achieved, who is involved and how those involved will go about achieving the priority.

Where cooperation from and or coordination with other parties (provincial MECs, National Ministers, Executive Mayors) is required to achieve the priority actions and targets, it is your responsibility to seek out this cooperation and bind the other party / parties to the commitments necessary to achieve the targets. In the event that cooperation was not forthcoming, details to this effect as well as how the non-cooperation and coordination failure affected the achievement of the target should be reported on at the bi-annual meeting with President.

Senior officials in your department/s are required to reflect the priority actions and targets in the Strategic Plans and Annual Performance Plans of the Department to ensure they are planned for and properly resourced. Moreover, I also expect that you will enter into a performance agreement with your Director-General that will reflect the priority actions and targets contained in this agreement, in addition to the other key performance areas of the Department.

I expect that you will formally delegate specific areas of responsibility to your Deputy Minister(s) to provide some support to you regarding the priority actions and targets in this agreement, in addition to the other key performance areas of the Department.

7. PERFORMANCE MONITORING AND REVIEW

The process of performance monitoring, evaluation and reporting against the targets will be as follows:

- i. The DPME will prepare a report card on progress with the targets in the respective agreements for the benefit of the President;
- ii. In preparation of the scorecard, DPME will obtain initial progress reports with supporting evidence from your department;
- iii. The progress report should provide a succinct summary of progress, current and emerging issues, key actions required or key actions taken, early warning of risks as well as decisions or recommendations to be taken forward and any other comment on progress; and
- iv. The report and data will be analysed and validated and a draft scorecard will be produced by DPME. This will be discussed with your department to resolve queries before finalisation. Validation will also include random onsite visits by DPME to verify if delivery took place and within the specifications as set out in the agreement.

The DPME will prepare the scorecard which includes key issues affecting delivery, early warning risks and emerging policy issues for the President a copy of which will be sent to you prior.

In the instance where performance is sub-optimal, a meeting between the President and Minister will be convened. The outcome of the dialogue will be an agreement between the President and Minister on areas of improvement (the remedial actions). These will be incorporated in the performance score-card of the next performance review. It is only in the case of persistent under-performance that the President may take any action he deems necessary.

Over and above this Cabinet will closely monitor the overall implementation of the 2019 – 2024 MTSF. In this regard you are expected to table bi-annual progress reports to Cabinet on progress with regards to your commitments in the MTSF. It will not be sufficient to state in these reports that a particular action has been implemented. What must also be reported on is what the implementation of the action led to in terms of a result or the likely value it would create for society.

Your officials will need to collect administrative data that will allow oversight on progress and make these available to DPME when requested. DPME will triangulate this data with budget expenditure data and output level indicators, where available, and provide its own progress reports to Cabinet. The bi-annual progress reports will also form the basis of the meetings between the President and Ministers to identify and tackle obstacles to implementation.

8. POLITICAL OVERSIGHT OF THE DEPARTMENT

Beyond the priority actions and targets that you will be responsible for (which is the subject of this agreement), your Ministerial responsibilities also extend to:

1. Ensuring an optimal political – administrative interface;
2. Political leadership and oversight: providing strategic leadership to the department for the implementation of the relevant aspects of the electoral mandate/ oversee implementation of MTSF priorities relevant to the sector;
3. Support international and regional integration programmes and commitments (where applicable); and
4. Support good governance in the department by providing institutional oversight of the HOD and Department.

9. SPIRIT AND INTENT

There is no question that given the prevailing social, political and economic dynamics and environment, our actions require greater urgency and focus. While (and as I have stated before) there are no short-cuts and quick fixes, it is within our grasp to do the important things, to do them well and to do them without delay.

We have a duty to follow-through on our policy promises to the nation and make greater advances in terms of closing the gap between our development vision and the realities on the ground. The spirit and intent of the MPAs is to keep us focused on achieving our important targets.

10. PROFESSIONAL DEVELOPMENT

While the MPAs seek to promote results-oriented performance and accountability, the aim of the performance agreements is also to facilitate the professional development of all Ministers as leaders in government tasked with driving the development agenda of the country. In this regard you are encouraged to pursue programmes and initiatives that will provide you with the necessary competencies and tools to carry out your tasks and responsibilities. The Presidency and DPME will endeavour to provide Ministers with support and technical advice should the need exist.

Addendum 1

Deputy Minister Delegations

Addendum 2

Entities that Minister is responsible for: