



planning, monitoring
& evaluation

Department:
Planning, Monitoring and Evaluation
REPUBLIC OF SOUTH AFRICA



OVERVIEW AND SOME ISSUES

South Africa's National Education Plans

Presentation to:

Conference on Quantitative Education Research
12 & 13 September 2019

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Overview

- Plans or fairy tales?
- The planning system and approach
- The education plans
- Progress against plan
- Issues and strengthening

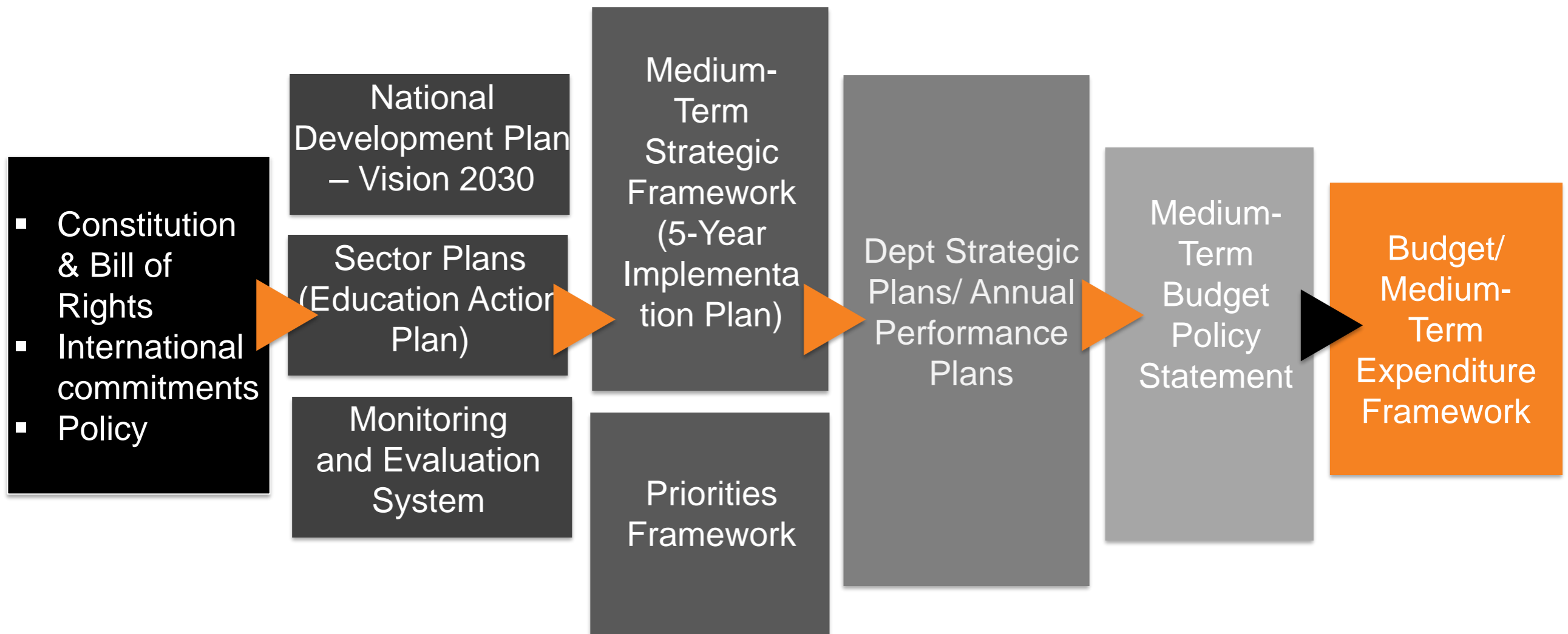
Plans or Fairy Tales?

“the NDP’s thinking ... rather superficial and naïve ... airy-fairy ... [with] fairy tale targets”

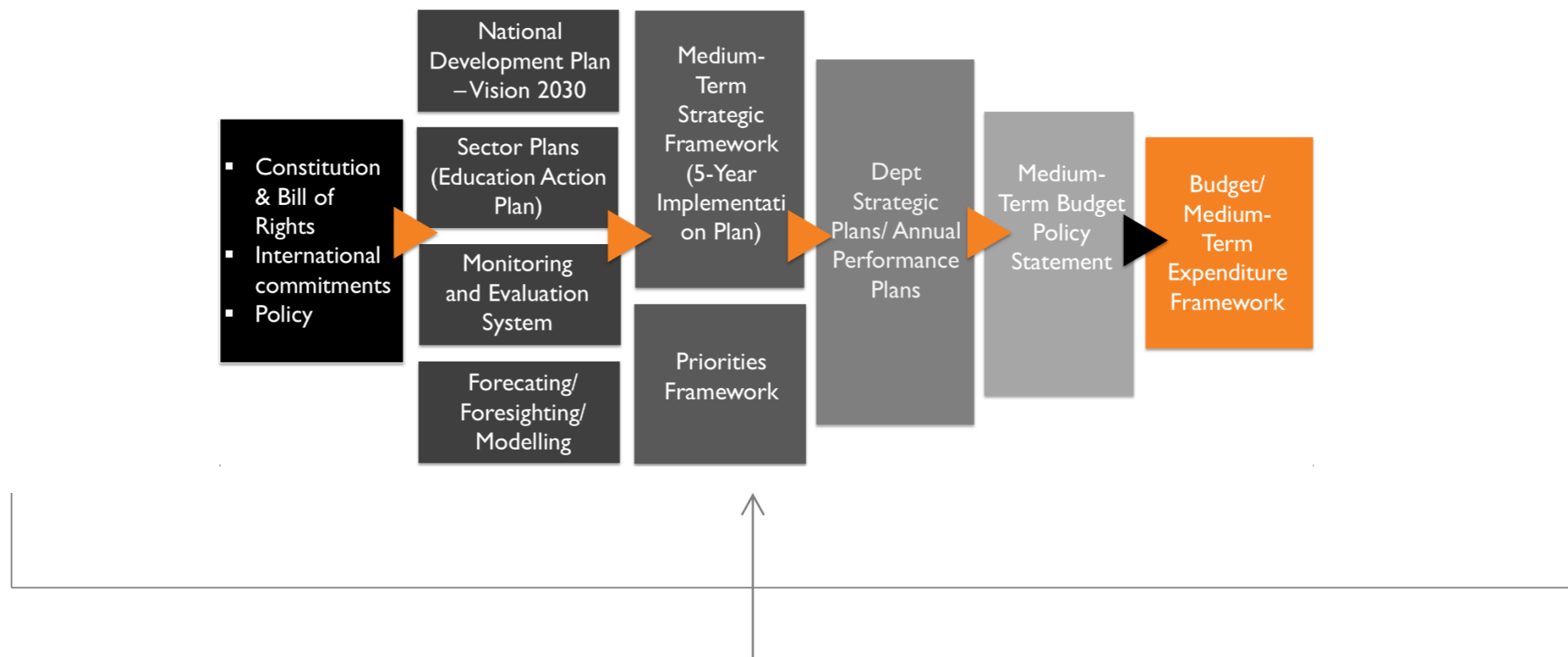
[Terreblanche (2012) *Lost in transition*]

- NDP is argued to be:
 - overly concerned with “many targets” without focusing on the underlying causalities (“power relations”, “property relations” and “unequal opportunities”).
 - “ideological propaganda” which reflects an “ideology of targetism”, with the “aim ... to lull the general public, and especially the impoverished majority, into contentment until 2030”.
 - without “concrete, practical and implementable policy measures to solve the poverty, unemployment and inequality problem”

Planning Structure: National Plans



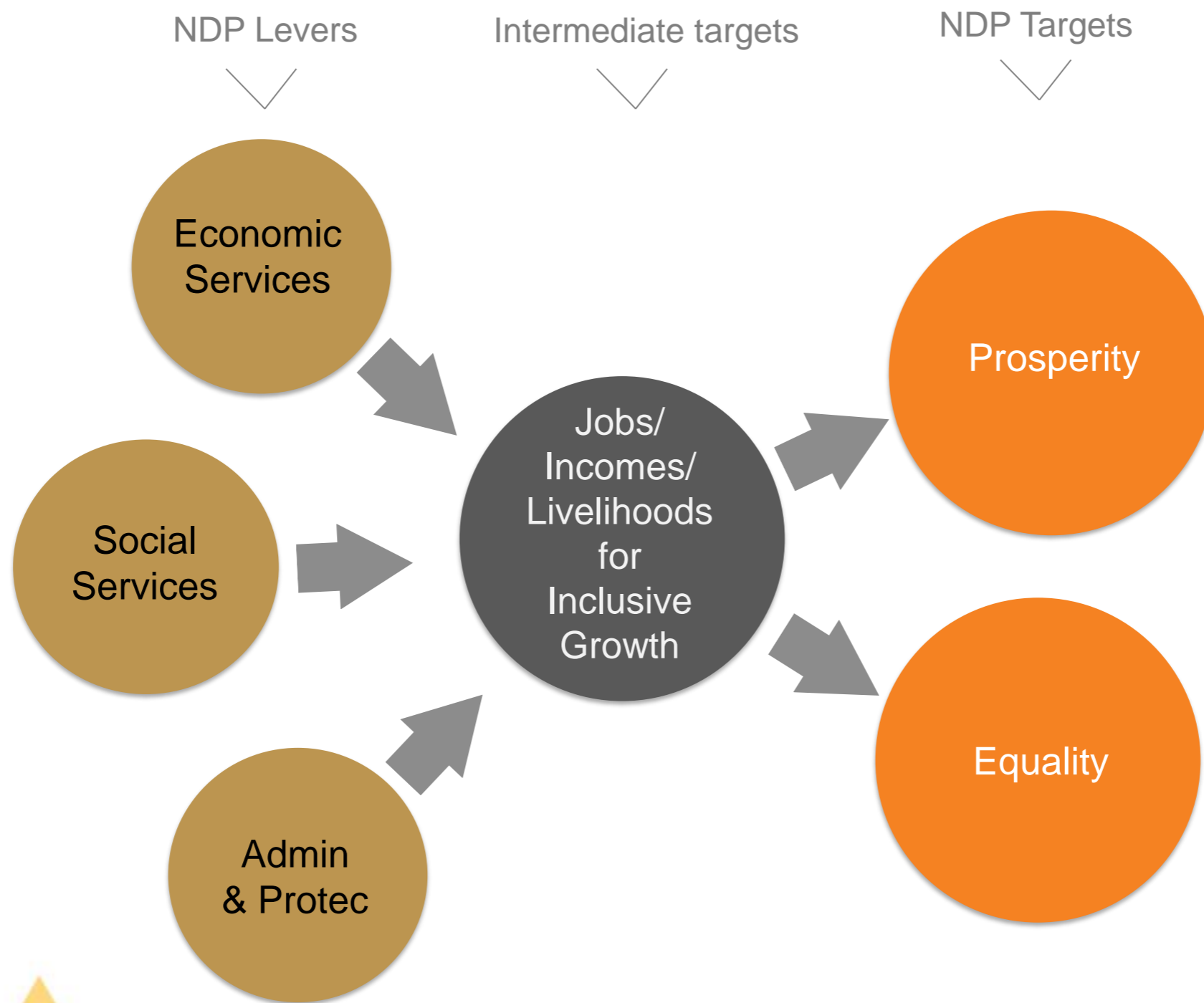
Planning Structure: The Base



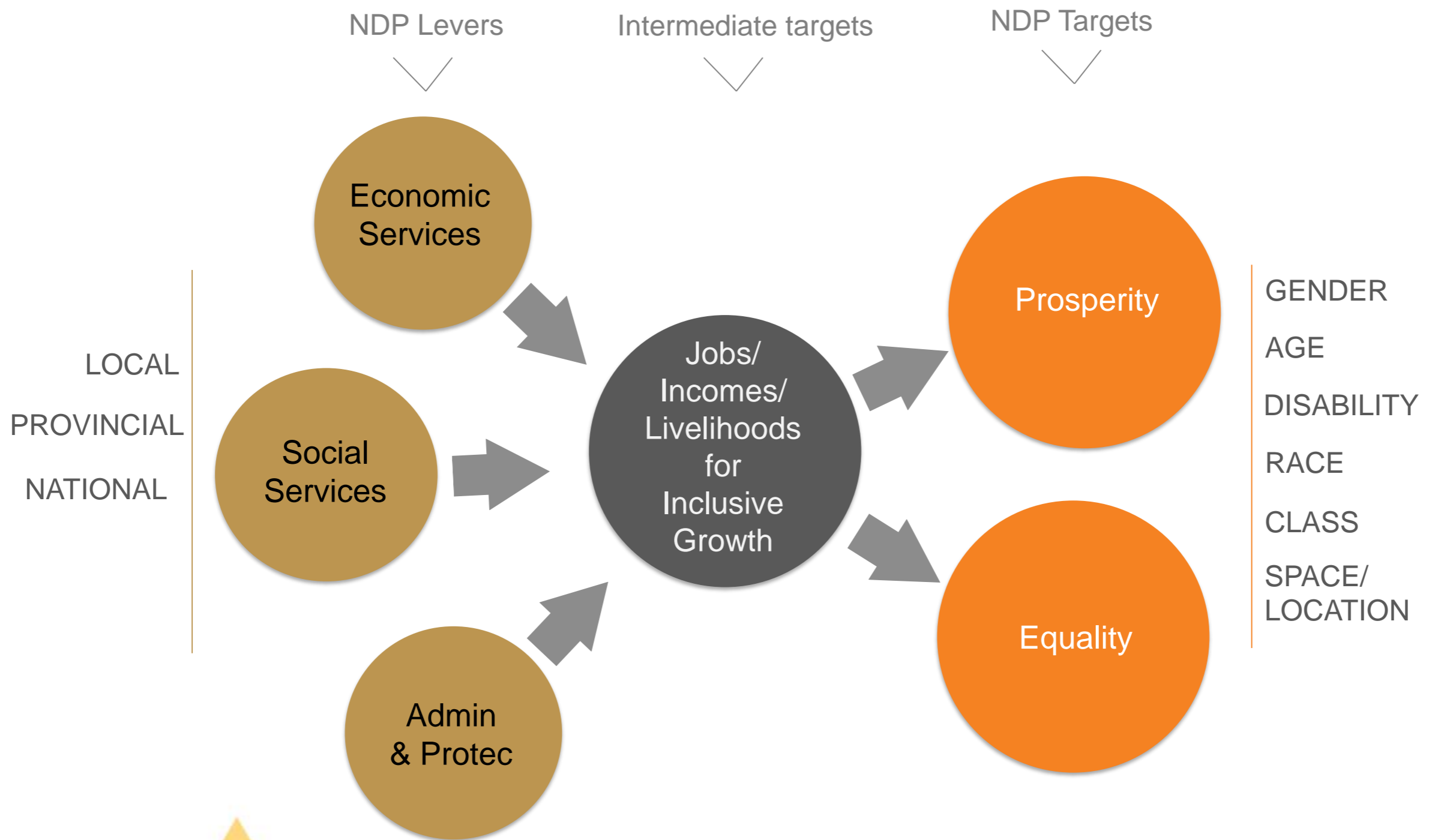
Systems and tools
Classification systems; Operational systems; Information systems

DATA, ANALYSIS, MODELLING

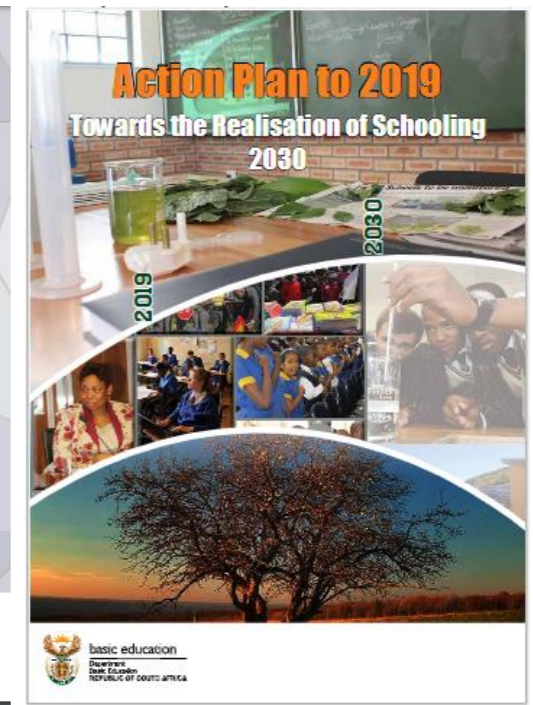
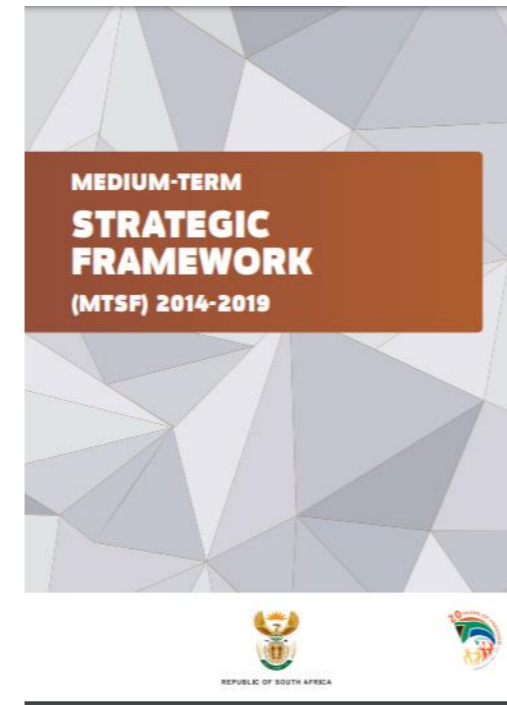
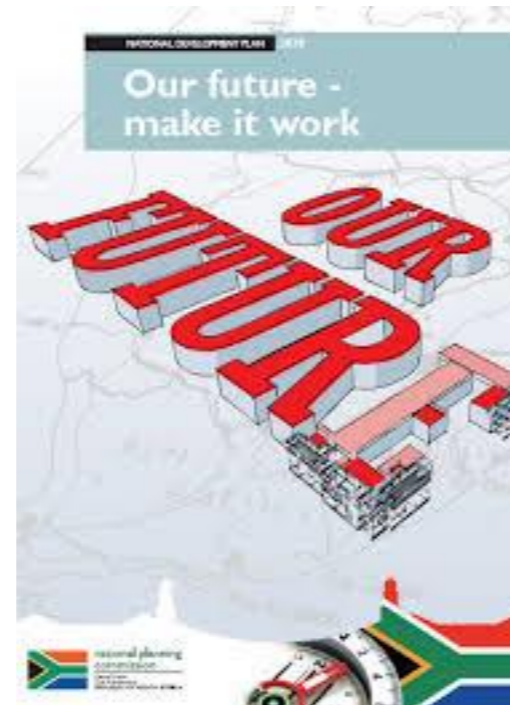
Planning Approach: The NDP Levers and Targets



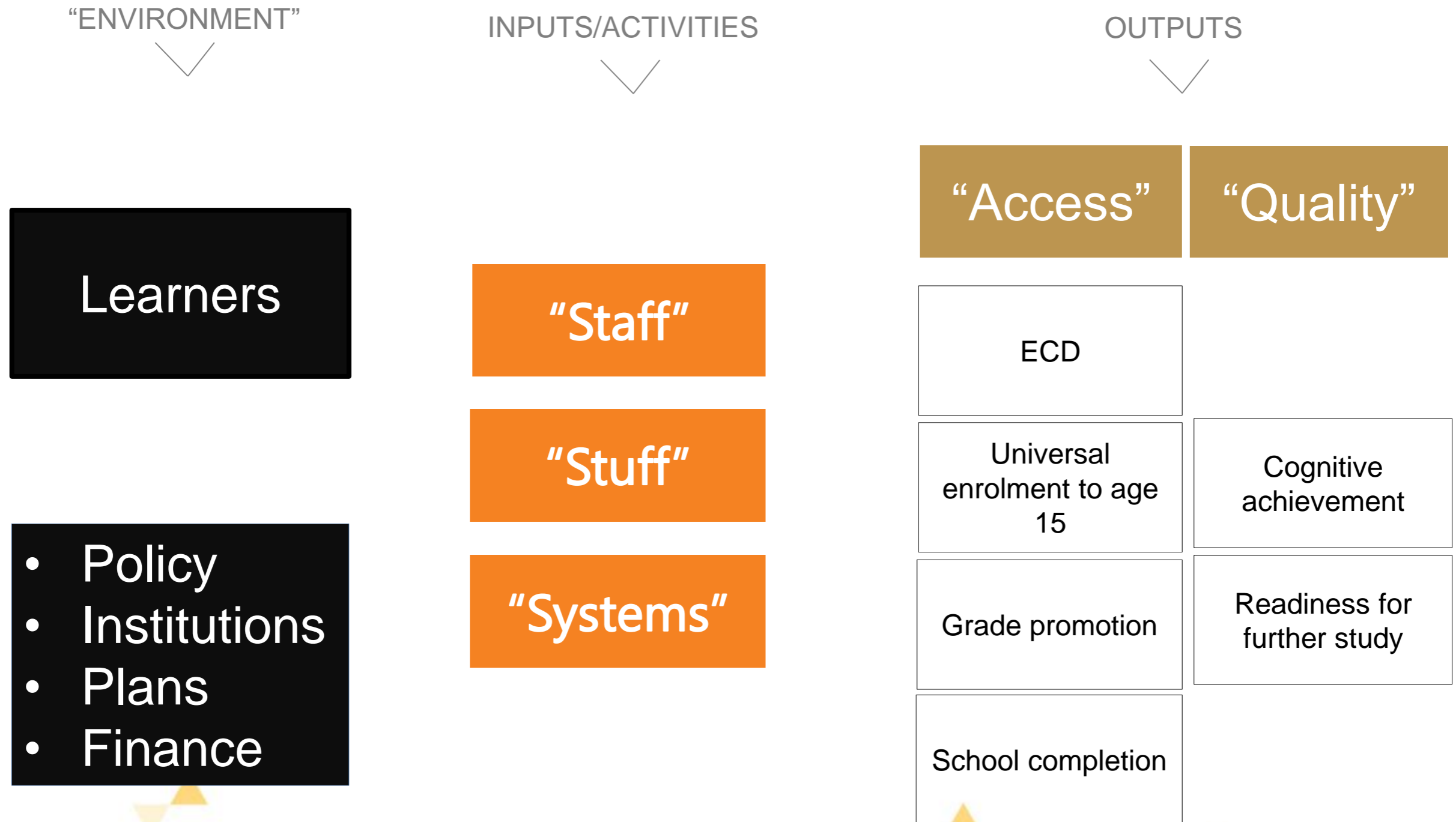
Planning Approach: The NDP Levers and Targets



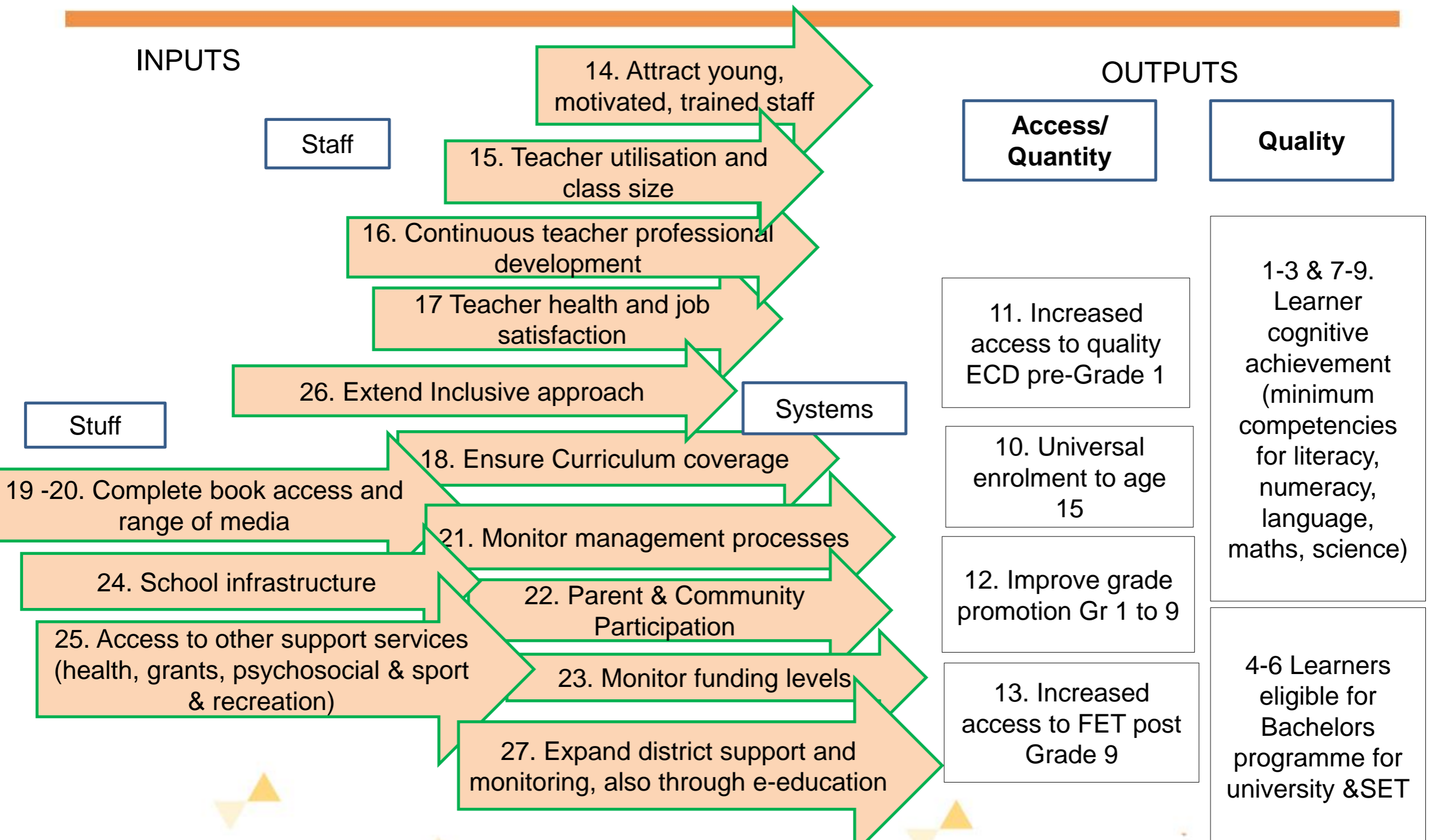
National Education Plans



Education Plans – The Essence



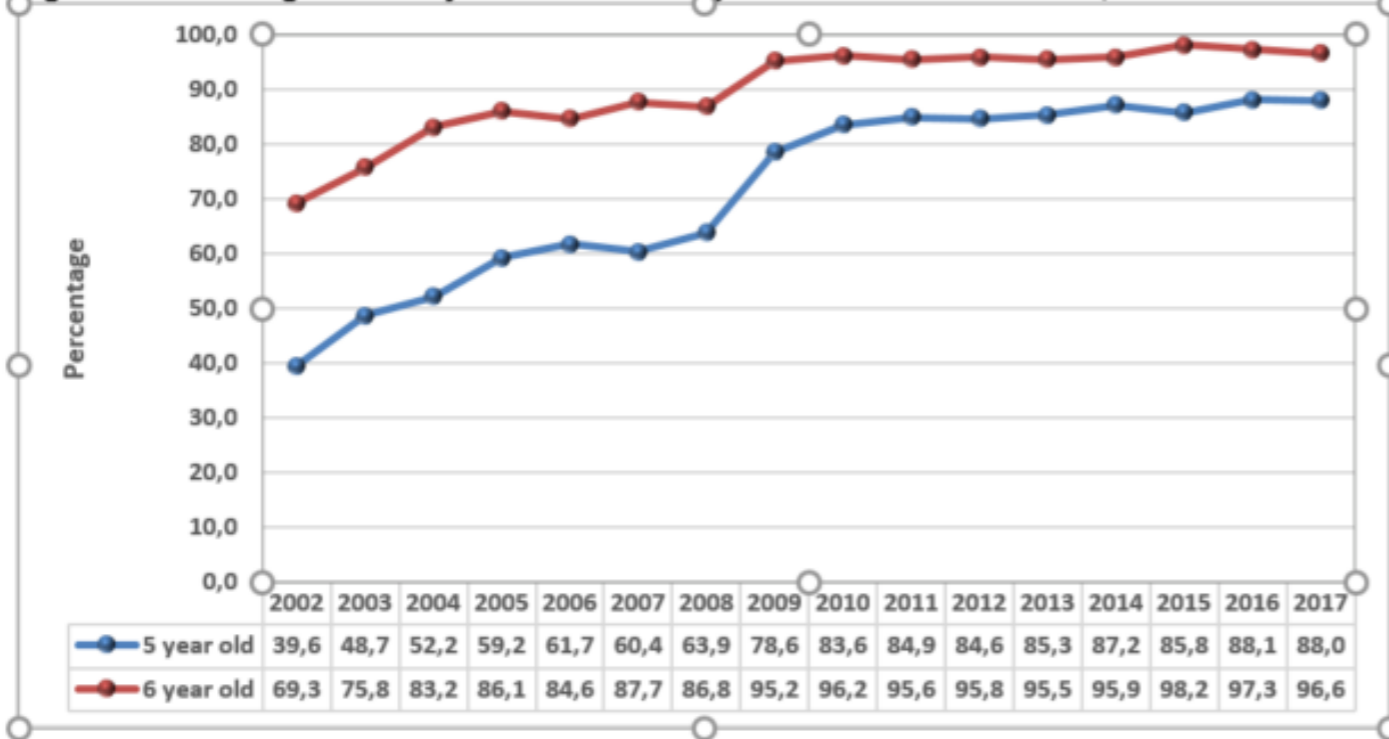
DBE Action Plan 2014-2019: Goals (27)



INNOVATION PRIORITIES: Early Grade Reading; Assessments; e-Education

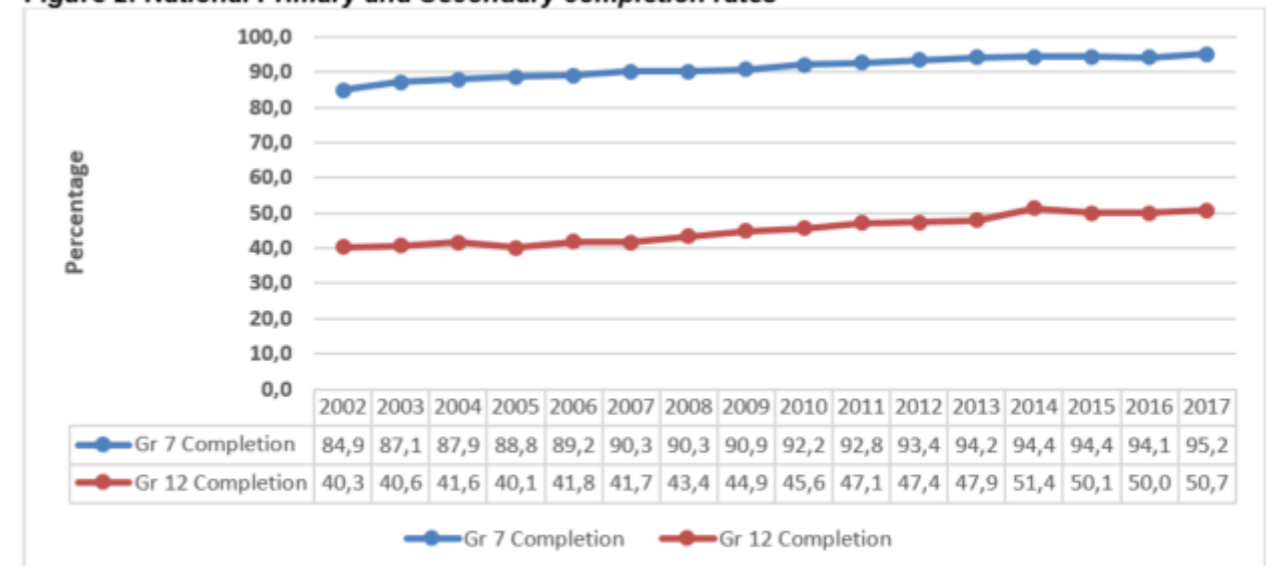
Progress against plans: Access

Figure 1: Percentage of 5 & 6-year-olds attending an educational institution, 2002-2017



Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Figure 2: National Primary and Secondary completion rates



Data Source: General Household Survey, DBE own calculation; Note: for Grade 7 completion age 16 to 18 used and for Grade 12 completion age 22-25 was used.

Source: DBE, Draft Action Plan 2019-2024/DBE Draft 25-year Review

Progress against plans: Quality

Figure 5: Past and envisaged educational quality trend for South Africa

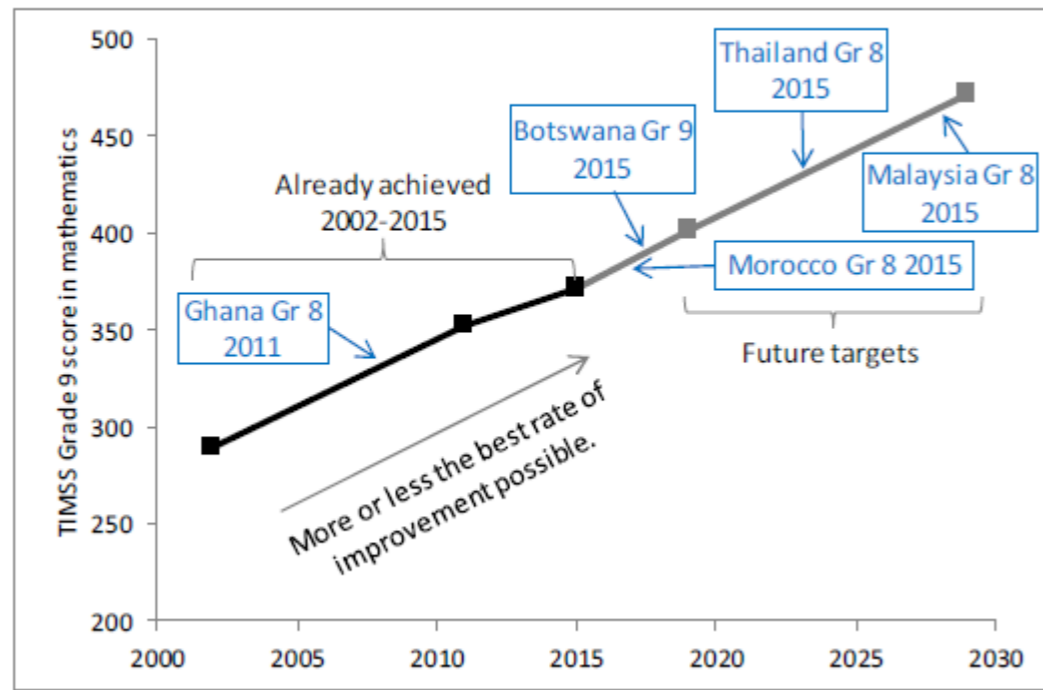


Figure 9: Grade 12 mathematics and physical science

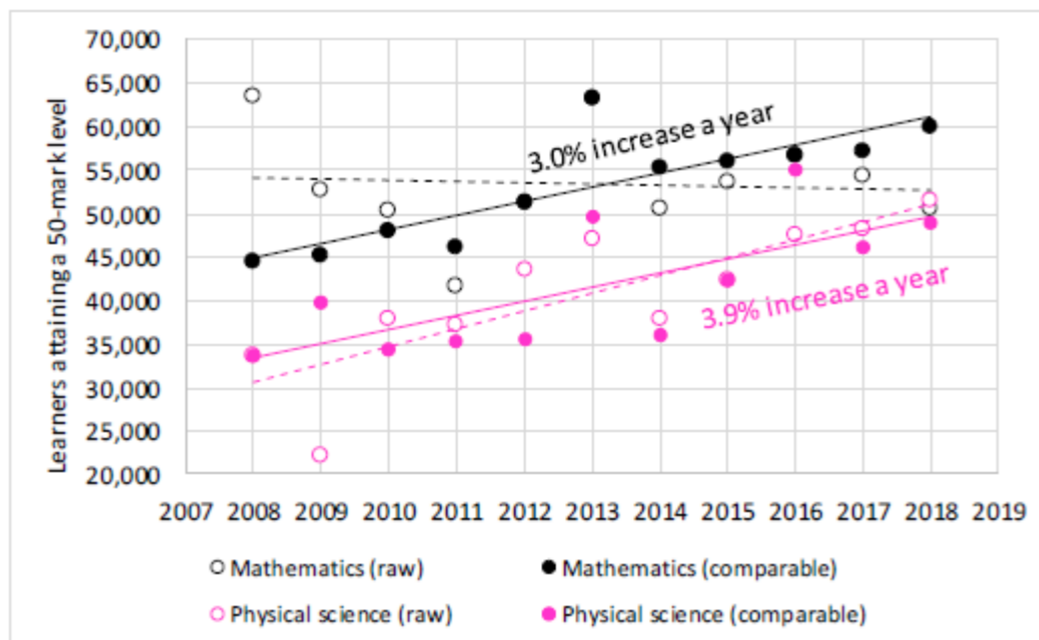
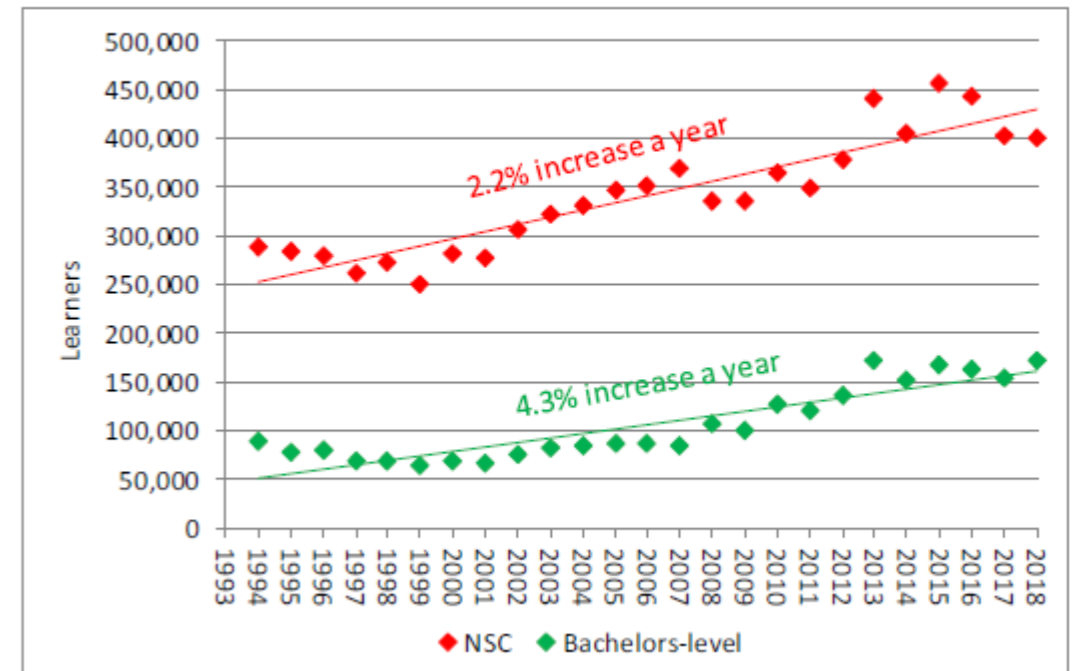


Figure 7: NSC and Bachelors-level increases since 1994

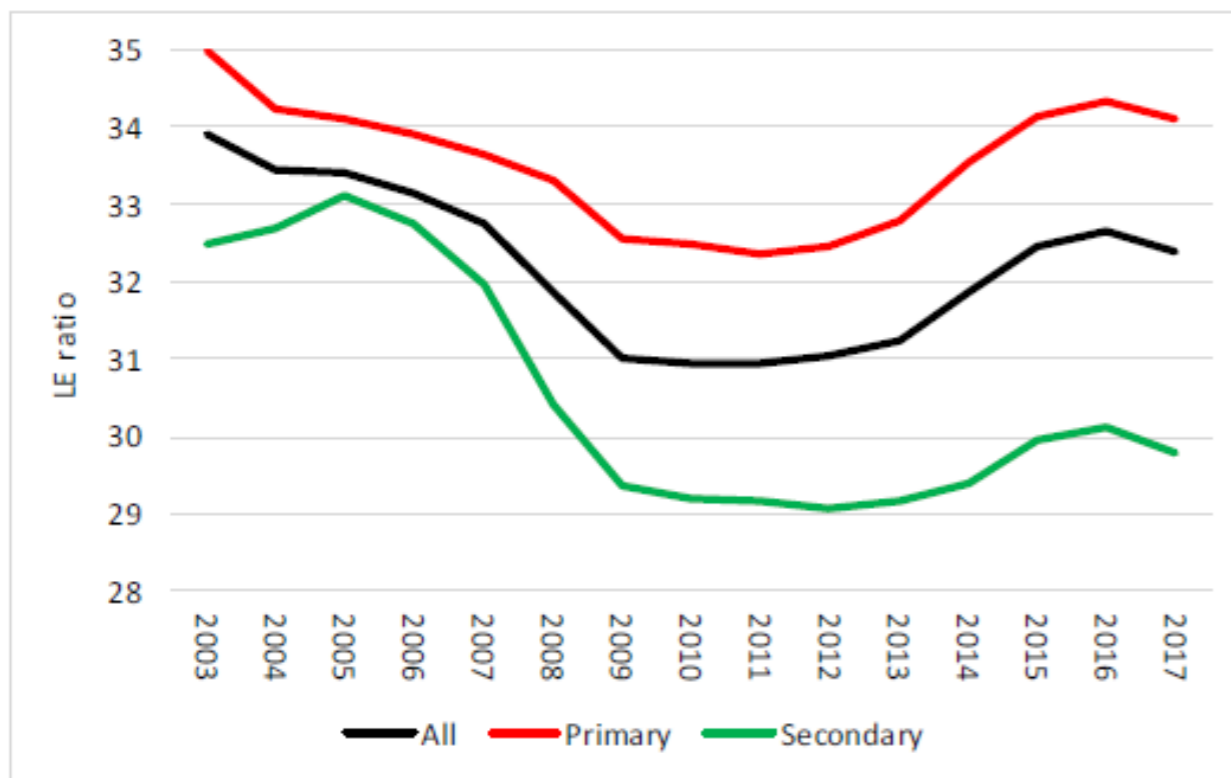


Source: DBE, Draft Action Plan 2019-2024

Progress against plans: Inputs - Staff

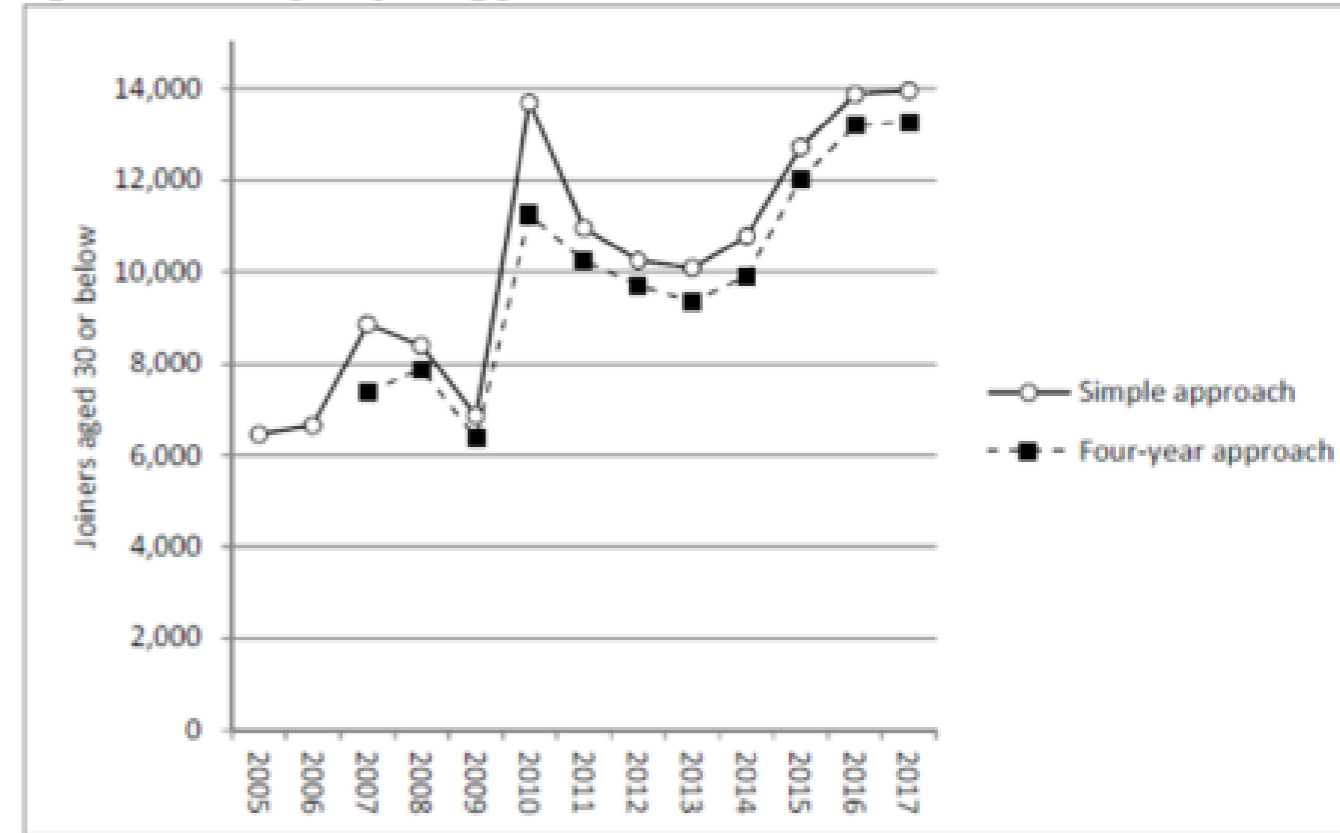
- Initial training
- Continuing training
- Utilisation
- Motivation/Well-being

Figure 4: Learner-educator ratios 2003 to 2017



Source: Snap Survey microdata.

Figure 13: Entry of young joiners



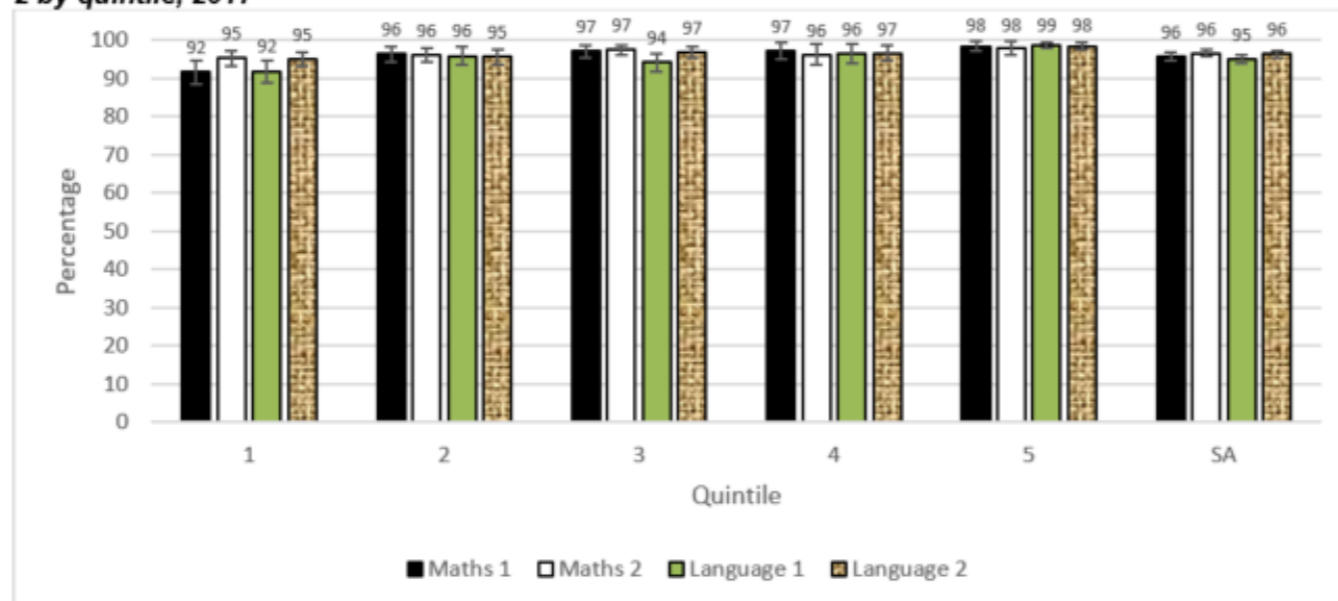
Source: Gustafsson (2018)

Source: DBE, Draft Action Plan 2019-2024/DBE Draft 25-year Review

Progress against plans: Inputs - Stuff

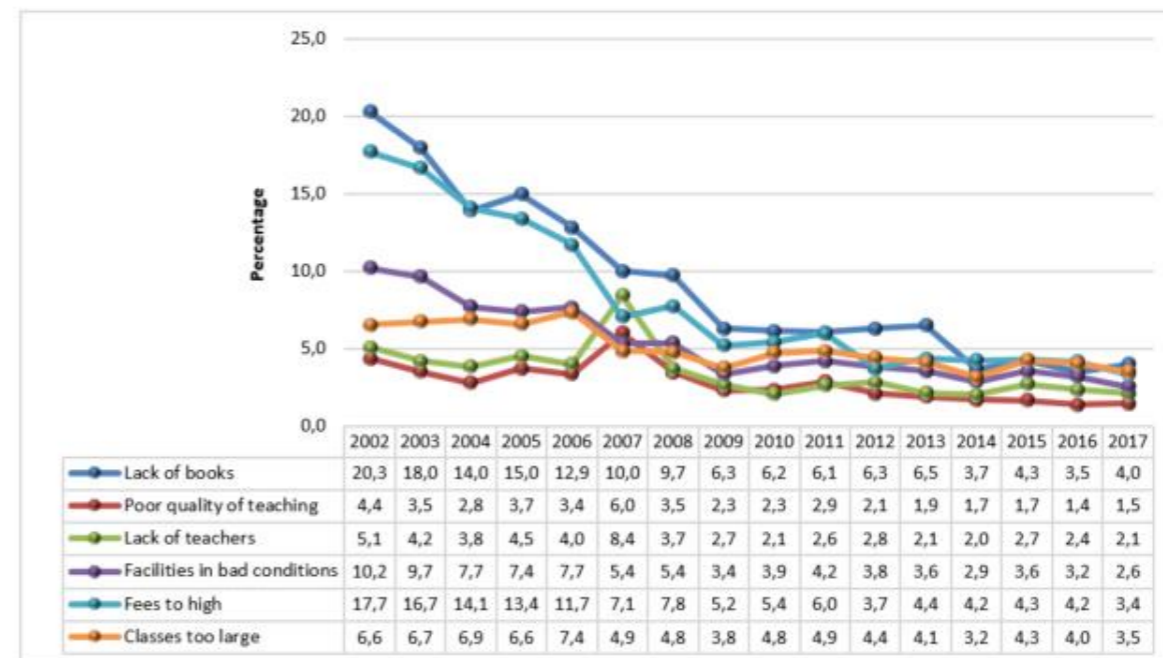
- Infrastructure, incl ICT
- Textbooks & workbooks (LTSM)
- Other support to learners

Figure 15: Percentage of Grade 3 learners with Mathematics and Home Language workbooks 1 and 2 by quintile, 2017



Source: Department of Basic Education. (2018 - forthcoming). Report on the National School Monitoring Survey (Forthcoming)

Figure 14: Complaints about education, 2002 – 2017



Source: Statistics South Africa, General Household Survey (GHS), DBE own calculations

Note: The percentage is based on those individuals who are currently attending educational institutions

Source: DBE Draft 25-year Review

Progress against plans: Inputs - Systems

School Register of Needs;
National Education
Infrastructure Management
System (NEIMS)

(Dell) Data Driven
Districts

South African Schools
Management and Administration
System (SASAMS)

Learner Unit Record
Information and
Tracking System
(LURITS)

- Assessment
- Principals & leadership
- District support
- Community ownership
- Operational & information systems

Curriculum Reform

Senior Certificate Examination

Norms and Standards for School
Funding

Issues and strengthening

- Not a genuinely shared vision (or a common, evidence-based view of progress).
(Often seems irrelevant. Does anybody bother?)
- Need to move below the strategic level to the implementation scale and level
(District planning focus may be an opportunity)
- Strengthening mechanisms to incorporate research and learning (and getting more tight on the monitoring)
- Strengthening the tools for planning, implementation and monitoring
 - Data
 - Analysis/Theory
 - Modelling
- Increasing the focus on the future – change and innovation

Moving beyond multiplication of targets and naivety?

A focus on decision (models):

“develop a decision-making structure ... that countries can use in a systematic way to expand these programs that are successful while eliminating those that are not” (Glewwe 2013).

Away from Terreblanche’s “many [weakly related] targets”

Acknowledging the political economy (power relations) of reform:

“Explore the conditions under which reforms likely to shift education provisioning onto a higher-quality pathway are ***undertaken and enacted*** [and sustained]” (Hickey and Hossain 2019, emphasis added)

Factor in Terreblanche’s “power relations”



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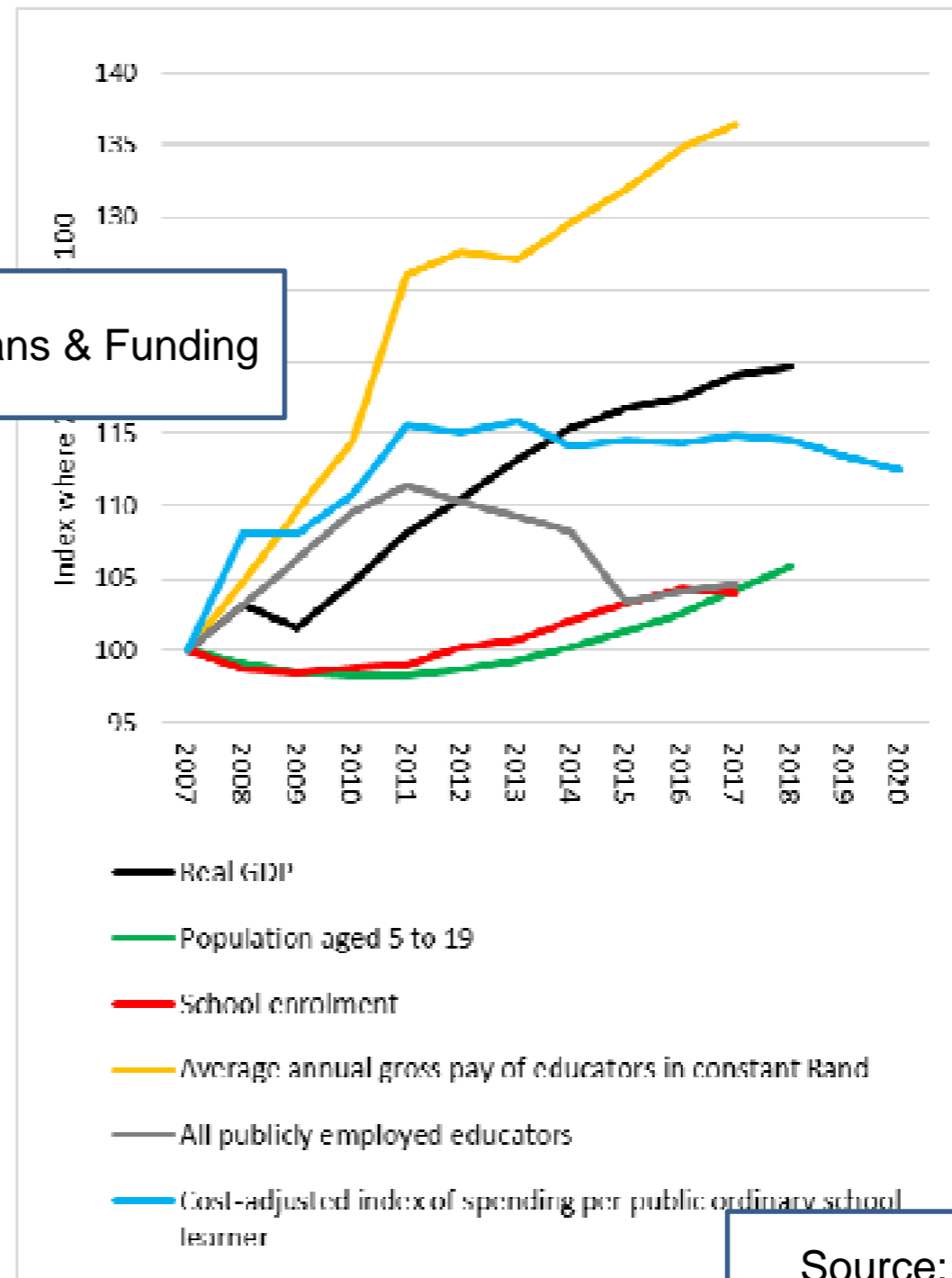


THANK YOU



Progress against plans: 1. Environment

Figure 3: Indicators of funding and costs since 2007



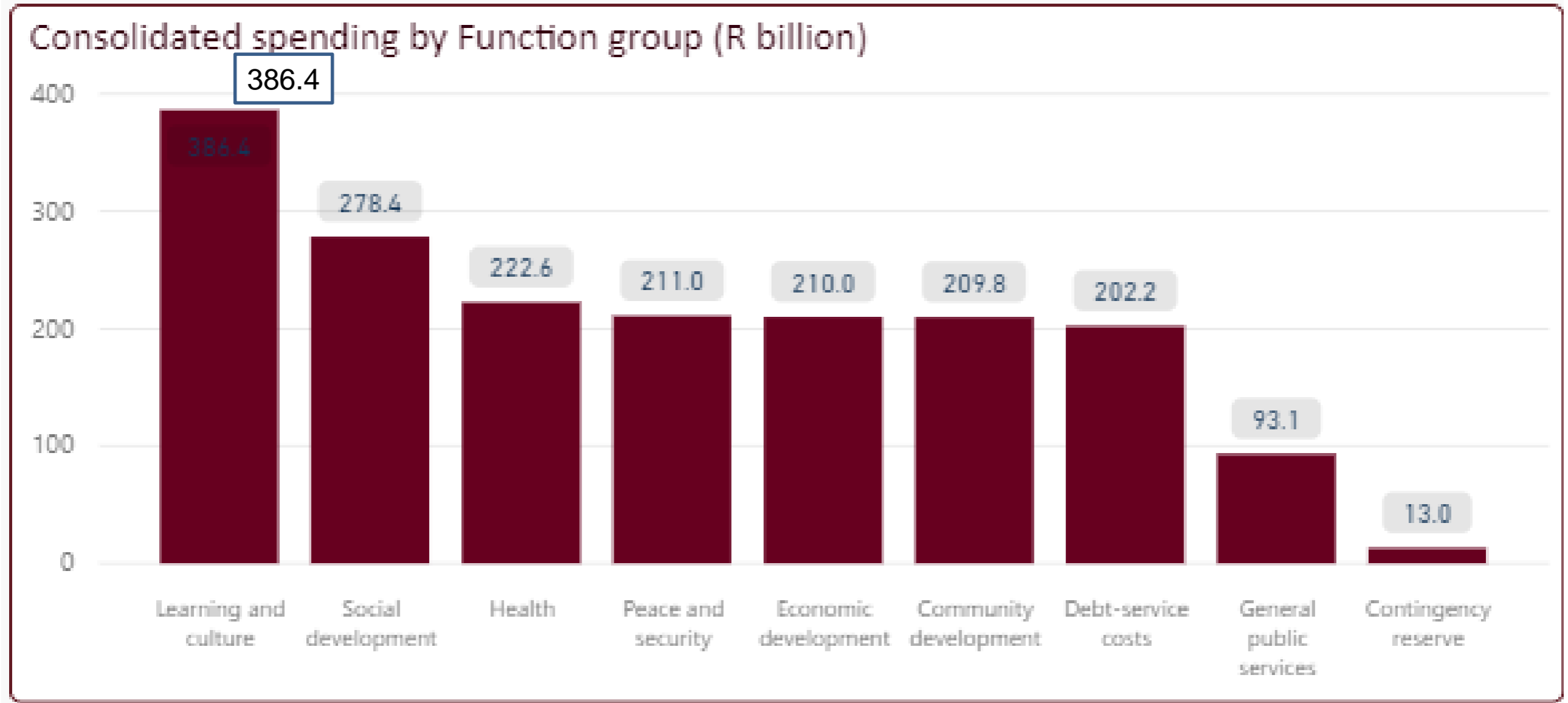
Source: DBE, Draft Action Plan 2019-2024

1.1 Learners

1.2 Plans & Funding

1.2 Policy, Institutions

Spending by function group – 2019/20

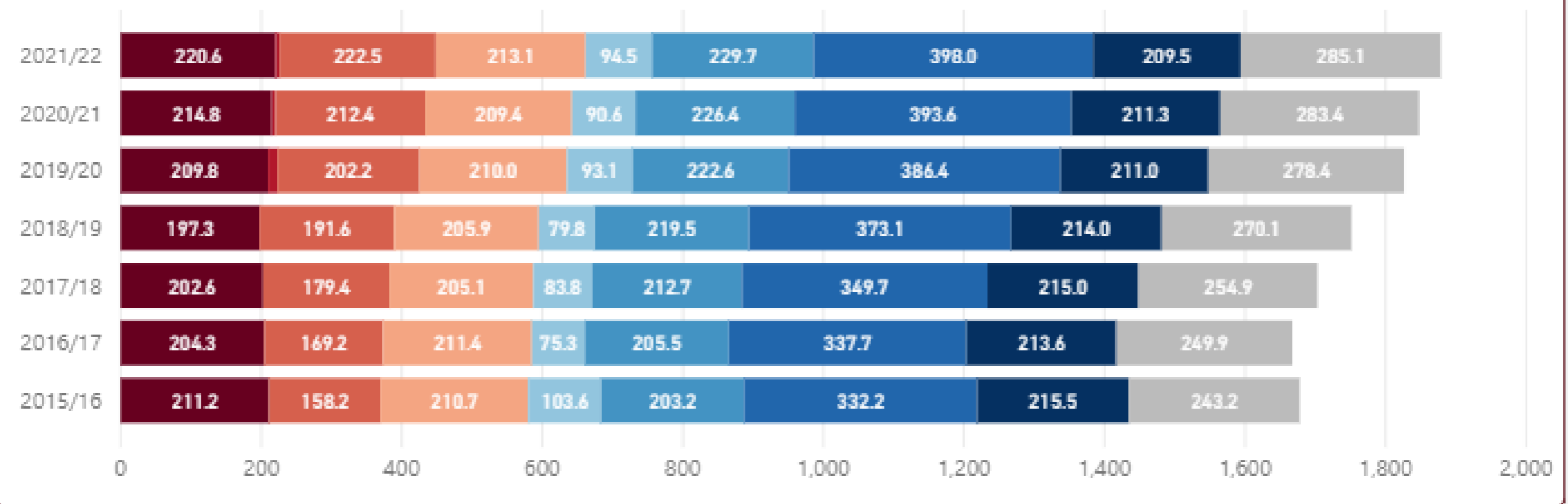


<http://www.treasury.gov.za/documents/national%20budget/2019/consolidated%20government%20account%20dashboard.aspx> (Real – 2019/20 - spending)

Spending by function group – trends (real spending)

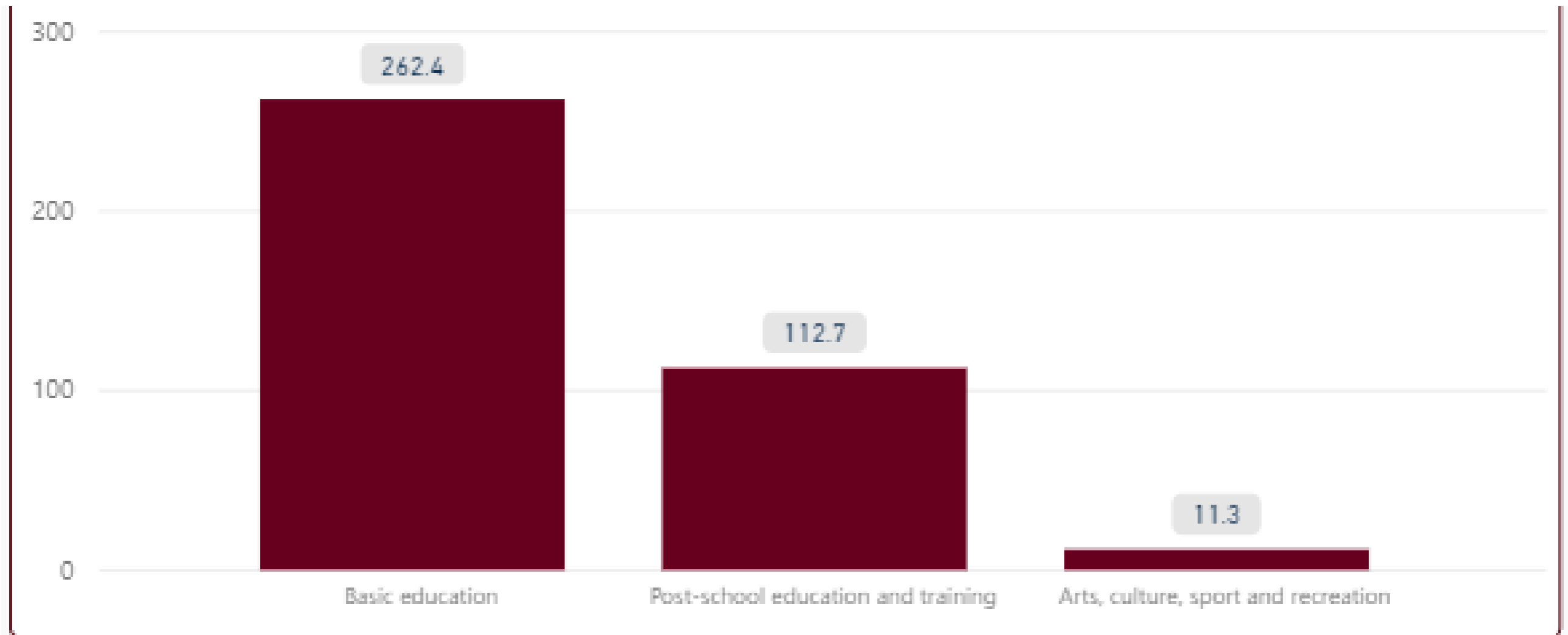
Spending by Year and Function group (R billion)

Function group ● Communit... ● Contingen... ● Debt-servi... ● Economic ... ● General pu... ● Health ● Learning a... ● Peace and ... ● Social dev...



<http://www.treasury.gov.za/documents/national%20budget/2019/consolidated%20government%20account%20dashboard.aspx> (Real – 2019/20 - spending)

Composition of function group spending – 2019/20



<http://www.treasury.gov.za/documents/national%20budget/2019/consolidated%20government%20account%20dashboard.aspx>

Function group spending

R million	2018/19 Revised estimate	2019/20	2020/21	2021/22	Percentage of total MTEF	Average annual MTEF growth
Basic education	246 593	262 355	282 303	302 813	68,1%	7,1%
Compensation of employees	190 989	204 369	219 008	234 074	52,8%	7,0%
Goods and services	24 665	26 206	28 276	30 232	6,8%	7,0%
<i>of which:</i>						
Property payments	3 373	3 963	3 838	4 104	1,0%	6,8%
Workbooks and LTSM ¹	4 958	5 515	6 592	6 919	1,5%	11,8%
NSNP	6 802	7 186	7 696	8 165	1,9%	6,3%
Transfers and subsidies	18 840	19 735	21 052	22 126	5,1%	5,5%
Infrastructure grants	12 215	12 384	13 095	14 517	3,2%	5,9%
Post-school education and training	97 652	112 695	121 333	127 590	29,1%	9,3%
<i>of which:</i>						
University subsidies	33 737	36 984	39 461	41 649	9,5%	7,3%
NSFAS	27 078	33 290	37 902	39 986	8,9%	13,9%
TVET	10 694	12 698	14 422	15 409	3,4%	12,9%
Skills development institutions	19 442	21 748	21 103	21 613	5,2%	3,6%
Arts /culture, Sport/recreation	10 581	11 349	11 550	12 215	2,8%	4,9%
Total	354 826	386 398	415 186	442 618	100,0%	7,6%

Source: National Treasury