



KEY PERFORMANCE AREAS CONTRACT

ANGELINA MATSIE MOTSHEKGA

POSITION: MINISTER OF BASIC EDUCATION, REPUBLIC OF SOUTH AFRICA

REPORTS TO: LEARNERS AND TEACHERS OF THE REPUBLIC OF SOUTH AFRICA

PERIOD UNDER REVIEW: 2019 TO 2020

Key performance area	Indicator	Deadline
Compliance with the 2016 deadline of the Norms and Standards for Public School Infrastructure	<ul style="list-style-type: none"> a) Provide a reliable water supply to all schools without water, eradicate plain pit latrines, provide reliable electricity supply in all schools, and eradicate all school buildings fully and or partly made of mud, zinc, wood, asbestos and other inappropriate materials. b) Provide regular and detailed updates on progress to school communities and the broader SA public on compliance with the 2016 deadline of the Norms and Standards for Public School Infrastructure (Norms and Standards). c) Strengthen coordination between the Department of Basic Education (DBE) and the relevant national, provincial and local government authorities in order to comply with the 2016 deadline (and all deadlines) of the Norms and Standards. d) Efficiently and effectively spend the Schools Infrastructure Backlog Grant (ASIDI programme) e) Ensure that provincial education departments (PEDs) efficiently and effectively spend the Education Infrastructure Grant f) Ensure formal and transparent consultation with school communities when schools are to be rationalised, and that the broader SA public receive regular and detailed updates on the rationalisation of schools in all provinces. 	<ul style="list-style-type: none"> a) First 100 days in office b) Beginning 1 July 2019 c) Immediately d) Immediately e) Immediately f) Immediately
Compliance with the 2020 deadline of the Norms and Standards for Public School Infrastructure	Ensure an adequate supply of classrooms, as stipulated by the Norms and Standards, to dramatically reduce classroom overcrowding. In an ordinary public school there must be a maximum of 30 learners per Grade R classroom, and 40 learners per classroom for other grades.	November 2020

<p>Transparency and accountability from national and provincial government in complying with the Norms and Standards for School Infrastructure</p>	<p>Ensure that the nine education MECs are transparent in accounting to school communities and the broader SA public by:</p> <p>a) Amending the Norms and Standards, as ordered by the Bhisho High Court, so that implementation plans and progress reports are made publicly available within a reasonable time after receipt from the education MECs.</p> <p>b) Provide a template to the education MECs to use for the provincial infrastructure implementation plans and progress reports, so that the documents contain information that is accurate and relevant, and so that the documents are easily understood by learners, teachers, parents and the broader SA public</p> <p>c) Publish the monthly infrastructure expenditure reports of the provincial education departments</p> <p>d) Develop guidelines for how Heads of Department (HODs) of PEDs must appoint implementing agents (IAs) and evaluate their capacity when doing so; develop a mechanism that will ensure that the public can access important information on construction projects at specific schools; and make public a blacklist of poorly performing IAs and building contractors after comprehensively auditing them.</p>	<p>a) End of first 100 days in office</p> <p>b) Immediate</p> <p>c) Beginning 1 July 2019</p> <p>d) By November 2019</p>
<p>The provision of scholar transport</p>	<p>a) Report in detail to the public on the progress of exploring the introduction of a conditional grant to fund scholar transport</p> <p>b) Hold accountable the KwaZulu-Natal Education Department for its failure to adopt a final provincial scholar transport policy, and ensure that the department is able to do so within 30 days</p>	<p>a) Immediate</p> <p>b) Immediate</p> <p>c) Immediate</p>
<p>School safety</p>	<p>Take proactive steps as the Department of Basic Education, and lead all provincial education departments, toward ensuring the safety of learners and teachers. This includes:</p> <p>a) Complying with the November 2020 deadline of the Norms and Standards for Public School Infrastructure, that demands that by this date all schools must be equipped with perimeter security (such as fences).</p> <p>b) Install burglar bars at all schools, and employ professional security companies to install alarms and other access control equipment at schools.</p> <p>c) Ensure that provincial education departments make public the details of their expenditure on all school safety related programmes.</p> <p>d) Publish a national plan with details of concrete steps to address the prevalence of violence on the way to school and inside schools</p> <p>e) Lead an inter-ministerial committee that will facilitate the cooperation of the relevant departments in addressing school violence. The first task of this committee must be to amalgamate all school safety protocols into a policy that mandates national, provincial and districts to implement the recommended programmes, interventions and other appropriate mechanisms to curb school violence.</p>	<p>a) By November 2020</p> <p>b) Immediate</p> <p>c) Beginning 1 July</p> <p>d) Immediate</p> <p>e) By November 2020</p>
<p>Radical improvement in</p>	<p>Roll out interventions that are proven to improve the teaching and</p>	<p>By end 2019</p>

early grade reading	learning of reading in the foundation phase, primarily rolling out teacher coaching (as part of the Early Grade Reading Study) to at least 500 schools in each of the nine provinces.	
Substantive engagement with civil society	Alongside the relevant officials, personally meet with members of civil society, including with Equal Education, to hold substantive engagement on the lived experiences and demands of learners, teachers and parents as relates to the provision of education in all provinces.	First 100 days in office
