1. 12x Outcomes
   - Process of developing outcomes
   - Guiding principles
   - Education outcome – in detail
   - Health, Rural, Human Settlement, Local government - outputs

2. Performance Agreements and Intergovernmental Protocols

3. Delivery Agreements & Implementation Forums

4. PoA
Process of developing the Outcomes approach

- PME department reviewed 2009 MTSF and PoA – not enough detail, had no measurable targets and no mechanism to ensure accountability

- Articulated new approach in Policy document (Green Paper) document – which talked about a few important concepts: outcomes, measurable outputs, key activities, inputs, delivery forums and delivery agreements as well as performance contracts between President and Ministers

- The policy document was approved by Cabinet and tabled in Parliament during August 2009

- Developed the Outcomes approach by developing a set of outcomes with measurable outputs in partnership with key officials researchers and experts. This was further tested with more officials as we also interacted with all 9 provincial DGs and made presentations to many EXCOs
Developing the Outcomes – wide consultation

- Extensive & repeated interaction with line departments, cluster and outside experts, HSRC, DBSA
- First draft of Outcomes document presented to Cabinet on 28 Oct 2009
- Second draft more detailed version of Outcomes document for FOSAD workshop 25-27 November 2009
- Ministerial clusters consultation in December 2009
- Third draft produced on 7 January 2010
- Further round of consultation in Jan 2010 with ministerial cluster meetings
- Outcomes document used as framework for Cabinet Lekgotla 20-22 January 2010
- Further refinement till April 2010
The Outcomes approach

**Input - Outcome Model**

**Input**
- Determine optimal allocation of inputs given desired outcomes
- Reallocate inputs if necessary

**Activities**
- Measure delivery of key activities that we believe will fundamentally enhance the performance of the conversion process

**Outputs**
- Measure 3-5 outputs that tell us whether we are making progress in delivering the outcome
- Tested with internal and external experts

**Outcomes**
- Derived from Election manifesto Majority party MTSF

**Evaluation and Monitoring Approach**

**Step 1**
- What are the key outcomes that Government wants to achieve?

**Step 2**
- Which priority outputs should we measure to see if we are achieving each outcome?

**Step 3**
- Where should the system focus in order to achieve the outputs?

**Step 4**
- How much do we need to invest to achieve the best mix of desired outcomes?
Four guiding principles

1. **Problem Analysis**: a clear understanding of the problem
   - assumptions about causes and their relationships to effects are explicit
   - ensure that the problem is understood from the point of view of the needs and concerns of the intended beneficiaries
   - analytical tools such as problem trees can assist with problem analysis

2. **Theory of Change**: a clear understanding of key levers of change
   - where do we place our focus, what will have the biggest impact?
   - ‘theory of change’ based on the best available knowledge about causes and effects
   - state assumptions clearly stated so that we can use evidence from M&E to test it through experience and
   - build reliable knowledge about what works in what circumstances
4. **Intervention Logic**: chain of logic

- assumptions about what results must be achieved to achieve the outcome,
- how they will be achieved and
- what resources will be necessary.

5. **Clear indicators, baselines & targets**: clear basis for monitoring progress and evaluating results.

- indicators for all levels check progress along the whole chain of delivery.
- each indicator should have a clear baseline, and
- targets and timelines should be clearly defined
- indicators must be measurable
The 12 Outcomes

- Quality basic education
- A long and healthy life for all South Africans
- All people in South Africa are and feel safe
- Decent employment through inclusive economic growth
- Skilled and capable workforce to support an inclusive growth path
- An efficient, competitive and responsive economic infrastructure network
- Vibrant, equitable, sustainable rural communities contributing towards food security for all
- Sustainable human settlements and improved quality of household life
- Responsive, accountable, effective and efficient Local Government system
- Protect and enhance our environmental assets and natural resources
- Create a better South Africa, a better Africa and a better world
- An efficient, effective and development oriented public service and an empowered, fair and inclusive citizenship
Problem analysis: SA is rated last for reading and mathematics according to international tests.

Source: PIRLS 2006, TIMS 2003
Problem analysis: poor outcomes in Education wide spread and deep

Grade 6 Language Achievement (2004)

- Eastern Cape: Outstanding 9%, Achieved 10%, Partly Achieved 5%
- Free State: Outstanding 8%, Achieved 10%, Partly Achieved 16%
- Gauteng: Outstanding 13%, Achieved 23%, Partly Achieved 27%
- KwaZulu-Natal: Outstanding 7%, Achieved 10%, Partly Achieved 15%
- Limpopo: Outstanding 6%, Achieved 6%
- Northern Cape: Outstanding 67%, Achieved 9%, Partly Achieved 11%
- North West: Outstanding 67%, Achieved 14%, Partly Achieved 7%
- Northern Cape: Outstanding 33%, Achieved 27%, Partly Achieved 11%
- Western Cape: Outstanding 28%, Achieved 25%, Partly Achieved 10%

Grade 6 Mathematics Achievement (2004)

- Eastern Cape: Outstanding 87%, Achieved 6%, Partly Achieved 2%
- Free State: Outstanding 75%, Achieved 8%, Partly Achieved 7%
- Gauteng: Outstanding 68%, Achieved 11%, Partly Achieved 14%
- KwaZulu-Natal: Outstanding 82%, Achieved 7%, Partly Achieved 4%
- Limpopo: Outstanding 95%, Achieved 3%
- Mpumalanga: Outstanding 86%, Achieved 7%, Partly Achieved 6%
- North West: Outstanding 88%, Achieved 6%, Partly Achieved 5%
- Northern Cape: Outstanding 70%, Achieved 10%, Partly Achieved 12%
- Western Cape: Outstanding 55%, Achieved 14%, Partly Achieved 19%, Not Achieved 12%
Why is quality important?
Research has demonstrated that a strong link exists between economic performance and cognitive ability test scores

![Graph showing the correlation between GNI per Capita and TIMSS 2002/3 scores.](image)

**Source:** UN Common Database
Key lever for change?

Instructional materials have been demonstrated to provide the highest return on education investment in Brazil and India and there is no evidence that it would be different in South Africa.

**Increase in Test Scores per Dollar Spent on Different Inputs**

**Northeast Brazil (1980s)**
- Teacher Salary: 1.0
- Ensuring All Teachers Have 3 Years Secondary School: 1.9
- Teacher Table, Pupil Tables and Chairs, and Other “Hardware”: 7.7
- Packet of Instructional Materials: 19.4

**India (1990s)**
- Teacher Salary: 1.0
- Facility Improvement Intervention: 1.2
- One Additional Square Foot per Student: 1.7
- Full Packet of Instructional Materials: 14.0

Source: Pritchett and Filmer, 1999
Logical model

<table>
<thead>
<tr>
<th>Impact: Better life for all</th>
<th>Outcome: Quality Basic Education</th>
<th>Outputs</th>
<th>Sub Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Quality teaching &amp; learning</td>
<td>Regular assessment provides reliable information on progress</td>
</tr>
<tr>
<td>Sub Outputs</td>
<td></td>
<td>Teachers in class 7 hours per day</td>
<td>Verifiable curriculum coverage &amp; functionality assessment of 25000 schools conducted &amp; reported annually</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching Support material with detailed lesson plans for all grades</td>
<td>Independently moderated tests for all children in gr 3, 6 &amp; 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved teacher quality measured</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>All learners &amp; teachers work books (gr 1-7) &amp; set textbooks (gr 10-12) on time</td>
<td></td>
</tr>
</tbody>
</table>
**Outcome 1 Education**

- **Output 1: Improve the quality of teaching and learning.**
  - Ensure teaching and learning: Teachers should be present at school for at least seven hours a day, should arrive at school on time, and should spend at least as many hours in the classroom teaching per day as is necessary to fulfil the minimum contact times specified in the curriculum.
  - Ensure the provision of teaching support material with detailed daily/weekly lesson plans for all grades in all languages for grades R to 12.
  - Provide learning support materials work books for grades 1 to 7 for key subjects and a standard set of textbooks for grades 10 to 12 on time to all learners and teachers in every school within the bottom 4 quintiles.
  - Agree a way of measuring improvement in teacher quality which must be used to regularly assess teacher quality. Detailed proposal by July 2010.

- **Output 2: Undertake regular assessment to track progress.**
- **Output 3: Improve early childhood development.**
- **Output 4: Ensure a credible outcomes-focused planning and accountability system**
Output 1: Improve the quality of teaching and learning.

Output 2: Undertake regular assessment to track progress.
- Conduct curriculum coverage assessment by visiting each of the 25,000 schools at least once a year and providing a national auditable written report that covers curriculum coverage, functionality of schools and any issues that need attention.
- Conduct assessment of literacy and numeracy through an annual independently moderated test for all children (independently administered at 200 schools per province) at Grades 3, 6 and 9 and providing the results to parents. A national assessment for grade 3 will be initiated in 2010, and thereafter, an annual national assessment will occur every year beginning in 2011. In 2010 there will also be a comprehensive evaluation of the first of such assessments which occurred in 2008 and 2009, and a piloting of re-designed materials during 2010.

Output 3: Improve early childhood development.

Output 4: Ensure a credible outcomes-focused planning and accountability system.
Outcomes, outputs

Outcome 2 Health
- Output 1: Increasing life expectancy
- Output 2: Decreasing maternal and child mortality rates
- Output 3: Combating HIV and AIDS and decreasing the burden of disease from Tuberculosis
- Output 4: Strengthening health system effectiveness

Outcome 3 Rural
- Output 1: Sustainable agrarian reform,
- Output 2: Improved access to affordable and diverse food
- Output 3: Rural services and sustainable livelihoods
- Output 4: Rural job creation linked to skills training and promoting economic livelihoods
- Output 5: Enabling institutional environment for sustainable and inclusive growth
Outcomes, outputs

Outcome 2 Human settlement
- Output 1: Upgrading 400,000 units of accommodation within informal settlements
- Output 2: Improving access to basic services
- Output 3: Facilitate the provision of 600,000 accommodation units within the gap market for people earning between R3,500 and R12,800
- Output 4: Mobilisation of well located public land for low income and affordable housing with increased densities on this land and in general

Outcome 3 Local government
- Output 1: Implement a differentiated approach to municipal financing, planning and support
- Output 2: Improving access to basic services.
- Output 3: Implementation of the Community Work Programme
- Output 4: Actions supportive of the human settlement outcome
- Output 5: Deepen democracy through a refined Ward Committee model
- Output 6: Administrative and financial capability
- Output 7: Single window of coordination
Performance Agreements & Inter-governmental Protocols

President signed Performance Agreements with all Ministers
- Based on their contribution to the outcomes

President will sign Intergovernmental Protocols with all Premiers
- Based on their provinces contribution to the outcomes
  - Basic education
  - Health
  - Local government
  - Human settlement
  - Rural development
  - Environment
  - etc

Management tools – focus attention on key strategic matters
Not legal documents
Not punitive
Collective agreements for Outcome

- **Is negotiated between key partners** – lead coordinator, all spheres, government and outside role players

- **Contains detailed and precise description of activities** – who, what, by when, with what resources..

- **Is contextualised** - the existing legislation, regulations, institutional arrangements (decision making powers), funding and related issues.

- **Contains a clear description of the chain of logic for achieving the outcome** - describes the logic between inputs, activities, outputs and outcomes.

- **Is co-ordinated by an Outcome Implementation Forum**

- Six simple steps – guideline available

- Needs to be completed by July 2010 Lekgotla
## Outcome Implementation Forums

<table>
<thead>
<tr>
<th>Coordinating Structure</th>
<th>Technical Implementation Forum</th>
<th>FOSAD Cluster</th>
<th>Implementation Forum</th>
<th>Cabinet Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>Administrative</td>
<td>Administrative</td>
<td>Executive and administrative</td>
<td>Executive</td>
</tr>
<tr>
<td>Agenda</td>
<td>Agenda: implementation of outcome</td>
<td>Agenda: General coordination</td>
<td>Agenda: implementation of outcomes</td>
<td>As before, with addition of outcome reports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Education</th>
<th>Headcom</th>
<th>Human Development</th>
<th>Minmec</th>
<th>Social Protection and HD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Headcom</td>
<td>JCPS Cluster / substructure</td>
<td>JCPS</td>
<td>JCPS</td>
<td>JCPS</td>
</tr>
<tr>
<td>2</td>
<td>Headcom</td>
<td>Human Development</td>
<td>Minmec</td>
<td>Social / economic</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Economic Cluster / substructure</td>
<td>Economic</td>
<td>Economic</td>
<td>Economic Sectors and Infrastructure Development</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Headcom</td>
<td>Infrastructure Cluster / substructure</td>
<td>Infrastructure</td>
<td>Infrastructure</td>
<td>Economic Sectors and Infrastructure Development</td>
</tr>
<tr>
<td>5</td>
<td>Rural</td>
<td>Headcom</td>
<td>Social Protection / Economic</td>
<td>Expanded Minmec</td>
<td>Social / economic</td>
</tr>
<tr>
<td>6</td>
<td>Headcom</td>
<td>ICTS Cluster / substructure</td>
<td>ICTS</td>
<td>ICTS</td>
<td>ICTS</td>
</tr>
<tr>
<td>7</td>
<td>Headcom</td>
<td>G&amp;A Cluster / substructure</td>
<td>G&amp;A</td>
<td>G&amp;A</td>
<td>G&amp;A</td>
</tr>
</tbody>
</table>

**Key:**
- Integration with MINMEC system
- Continuity with existing cluster system
Monitoring – assessing progress

- Overall targets for each outcome and its linked outputs have been agreed.
- Delivery Agreement will develop detail understanding of delivery chain and indicators at each one of the levels.
- Outcome Implementation Forum will monitor progress, and take steps to unblock bottlenecks.
- Report to Cabinet every two months.
Monitoring – assessing progress

- PoA is being revamped to function as monitoring tool for outcomes approach. Ready for roll-out by mid June

- Features
  - Initial focus on performance data, will also accommodate expenditure data from April 2011
  - Will have levels of indicators (outcome, outputs, sub-outputs even activities)
  - Will show provincial breakdown – use in Premiers’ Offices?
  - Will be based on administrative data from departments, but with additional verification by Presidency
GWM&E System: Data terrain

- Social, Economic & Demographic Statistics
- Registers and Admin data
- Evaluations
- Derived information system
- Transversal systems
  - Programme Performance Information
  - Derived information system

- DPLG
- DWAF
- PERSAL BAS
• Systems initiated in response to specific needs
• Hard working, but not smart working systems
• Smart analysis to align information
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicator Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improved quality of basic education</td>
<td></td>
</tr>
<tr>
<td>2. A long and healthy life for all South Africans</td>
<td></td>
</tr>
<tr>
<td>3. All people in South Africa are and feel safe</td>
<td></td>
</tr>
<tr>
<td>4. Decent employment through inclusive economic growth</td>
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<td>5. A skilled and capable workforce to support an inclusive growth path</td>
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<td>6. An efficient, competitive and responsive economic infrastructure network</td>
<td></td>
</tr>
<tr>
<td>7. Vibrant, equitable and sustainable rural communities and food security for all</td>
<td></td>
</tr>
<tr>
<td>8. Sustainable human settlements and an improved quality of household life</td>
<td></td>
</tr>
<tr>
<td>9. Responsive, accountable, effective and efficient Local Government system</td>
<td></td>
</tr>
<tr>
<td>10. Environmental assets and natural resources that are well protected and continually enhanced</td>
<td></td>
</tr>
<tr>
<td>11. Create a better South Africa and contribute to a better and safer Africa and the world</td>
<td></td>
</tr>
</tbody>
</table>
### National Objectives

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicator Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improved quality of basic education</td>
<td>✓</td>
</tr>
<tr>
<td>1.1 # learners qualifying to study at Bachelors level</td>
<td>✓</td>
</tr>
<tr>
<td>1.2 Maths SC Exam pass rate</td>
<td>✓</td>
</tr>
<tr>
<td>1.3 Physical Science SC Exam pass rate</td>
<td>✗</td>
</tr>
<tr>
<td>2. A long and healthy life for all South Africans</td>
<td></td>
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</table>

![Graph showing % of learners qualifying for study at Bachelors level](image)

1/1/2010 – 1/1/2010

More Information

![Map of South Africa](image)
Ke ya leboga
Ke a leboha
Ke a leboga
Ngiyabonga
Ndinyabulela
Ndinyabonga
Ndinyabonga
Ngiyathokoza
Ngiyathokoza
Inkomu
Ndi khou livhuha
Dankie
Thank you