



# WESTERN CAPE Education Department

Provincial Government of the Western Cape



## Annexures: Technical Indicator Descriptions

### 16.1 Programme 1: Administration

For practical convenience, we provide a list of the (i) strategic objectives and (ii) the programme performance indicators before the Technical Indicator Tables for each programme.

STRATEGIC OBJECTIVES: Description	Table No	In/Out?
<u>Ensure financial management</u>	<b>1A</b>	In
Publication of Vacancy lists per annum	<b>1B</b>	In
Number of additional schools undergoing Whole School Evaluation	<b>1C</b>	In
Number of schools secured with an alarm linked to armed response, b/bars and stone guards. Support during school holidays.	<b>1D</b>	In
Numbers of educators attending INSET courses at the Cape Teaching and Learning Institute	<b>1E</b>	In

PROGRAMME PERFORMANCE INDICATORS	Table No	In/Out?
Deviations iro procurement matters	<b>1F</b>	In
Time taken to audit Annual Leave in months	<b>1G</b>	In
Days taken to finalise grievances	<b>1H</b>	In
Number of additional schools with computer facilities for teaching and learning	<b>1I</b>	In

<b>TABLE 1A</b>			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Ensure financial management</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	To provide overall management of and support to the education system in accordance with the National Education Policy Act, Public Finance Management Act and other relevant policies
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Compliance with laid down policies and financial statements with no material misstatements.
		3.2 Why is it important?	Good governance
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Auditor-general management report,
		4.2 Data collector/storer (section/manager name)	Director Financial Accounting
		4.3 How is data collected?	Reports issued by Auditor-general
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Not calculated
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	Outcomes
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	

TABLE 1A			
No	Technical Indicator	Description	Response
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	On target desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director Financial Accounting

TABLE 1B			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	Publication of Vacancy lists per annum
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Vacancies occur at schools which impact on teaching. Currently there are 2 per annum. If there are 5 pa then the system should cope better with school needs
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Educator provision
		3.2 Why is it important?	To capacitate the system with educator resources for learning/teaching
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The evidence will be the publication of 5 lists
		4.2 Data collector/storer (section/manager name)	N Daniels (Director IHCA)
		4.3 How is data collected?	5 lists
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Publication of lists
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	X
		9.2 Annually?	
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	N/A
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director IHCA

TABLE 1C			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Number of additional schools undergoing Whole School Evaluation</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	<b>Whole School Evaluation</b> – Schools are evaluated by using 9 key areas for evaluation. These are the standards to which schools should adhere. Whole School Evaluation is one of the quality management systems in WCED which aims at improving quality education
3	Purpose/Importance	<b>Explain what the indicator is intended to show and why it is important</b>	
		3.1 What does indicator show?	<b>Number of schools evaluated in 2009 (calendar year) is 98</b>
		3.2 Why is it important?	Quantitative and qualitative data on the status of schools informs planning and intervention strategies to develop and support schools.
4	Source/Collection of Data	<b>Describe where the information comes from and how it is collected:</b>	
		4.1 Where does data come from?	On-site visits
		4.2 Data collector/storer (section/manager name)	Director and CES – Quality Assurance
		4.3 How is data collected?	<ul style="list-style-type: none"> <li>Ø Examining records of learner performance, including Trends to determine reasons for poor/weak performance and low levels of achievement in Literacy and Numeracy in SA schools.</li> <li>Ø Scrutising documentation of schools, including School Improvement Plans and the school's Self Evaluation to form a hypotheses</li> <li>Ø Conducting Interviews with different stakeholders</li> <li>Ø Observing teaching and assessment practices</li> </ul> All the data is verified and triangulated through the above data collection methodology
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Count
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	<b>Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity</b>	Outputs
8	Calculation type	<b>Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative</b>	
		8.1 Cumulative	x
		8.2 Non-cumulative	
9	Reporting cycle	<b>Identify if an indicator is reported quarterly, annually or at longer time intervals</b>	
		9.1 Quarterly?	x
		9.2 Annually?	x
		9.3 Other? Please state	
10	Indicator History	<b>Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:</b>	
		10.1 New?	x
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	On target
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	The Director: Quality Assurance

TABLE 1D			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<ul style="list-style-type: none"> <li>· <u>Increased number of schools secured with an alarm linked to armed response, b/bars and stone guards.</u></li> <li>· <u>Support during school holidays.</u></li> <li>· <u>Significant reduction in vandalism over holiday periods</u></li> <li>· <u>Cohort of learners exposed to behavioural programmes</u></li> </ul>

<b>TABLE 1D</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	<ul style="list-style-type: none"> <li>The indicator would demonstrate the programme's systemic injection [input] in raising the safety levels at schools and the direct results over a defined period.</li> </ul>
3	Purpose/Importance	<b>Explain what the indicator is intended to show and why it is important</b> 3.1 What does indicator show? 3.2 Why is it important?	<ul style="list-style-type: none"> <li>It shows the measures instituted by schools to raise its safety profile.</li> <li>This would account for minimum measures that should be in place at a school.</li> </ul>
4	Source/Collection of Data	<b>Describe where the information comes from and how it is collected:</b> 4.1 Where does data come from? 4.2 Data collector/storer (section/manager name) 4.3 How is data collected?	<ul style="list-style-type: none"> <li>Financial reports indicating the purchase of good and services for particular schools.</li> <li>Call centre statistics relating to incidents at schools.</li> <li>Nariman Khan</li> <li>Internally</li> <li>External audit would also be utilized in 2010/11.</li> </ul>
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	<ul style="list-style-type: none"> <li>Incident count; financial outlay.</li> </ul>
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	<ul style="list-style-type: none"> <li>Reliability of call centre statistics at times.</li> </ul>
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative 8.1 Cumulative 8.2 Non-cumulative	Cumulative
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals 9.1 Quarterly? 9.2 Annually? 9.3 Other? Please state	Quarterly
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year: 10.1 New? 10.2 Significantly different? 10.3 Same as previous year	Same as previous year
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	More schools equipped; but less incidents occurring
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Safe schools co-ordinator at districts; safe schools manager at Head Office

<b>TABLE 1E</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Numbers of educators attending INSET courses at the Cape Teaching and Learning Institute</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Number of educators attending in-service courses presented by the CTLI (To provide overall management of and support to the education system in accordance with the National Education Policy Act, Public Finance Management Act and other relevant policies)
3	Purpose/Importance	<b>Explain what the indicator is intended to show and why it is important</b> 3.1 What does indicator show? 3.2 Why is it important?	The number of educators trained in the various categories Content and methodology, towards improved learning and teaching in the classroom.
4	Source/Collection of Data	<b>Describe where the information comes from and how it is collected:</b> 4.1 Where does data come from?	Number of registrations and certificates issued after

<b>TABLE 1E</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
		4.2 Data collector/storer (section/manager name) 4.3 How is data collected?	completion of the courses
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	Output
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	Non-cumulative
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	Quarterly
		9.2 Annually?	Annually
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	
		10.2 Significantly different?	
		10.3 Same as previous year	Same as previous year
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	No
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	The Head of the CTLI

<b>TABLE 1F</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Deviations iro procurement matters</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	It is an indication where exceptions were made, within allowed rules and regulations, within Supply Chain Management
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	No of deviations
		3.2 Why is it important?	Indication of either unplanned event or unforeseen circumstances
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	Supply Chain management records
		4.2 Data collector/storer (section/manager name)	Director Procurement Management
		4.3 How is data collected?	Manual system of record keeping
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of cases of deviations
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	Activities
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	

<b>TABLE 1F</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
		9.1 Quarterly? 9.2 Annually? 9.3 Other? Please state	X
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year: 10.1 New? 10.2 Significantly different? 10.3 Same as previous year	New
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Lower performance desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director Procurement Management

<b>TABLE 1G</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Time taken to audit Annual Leave in months</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Management of condition of service/employment
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important 3.1 What does indicator show? 3.2 Why is it important?	Rate of absenteeism To assess how employees utilize leave entitlement
4	Source/Collection of Data	Describe where the information comes from and how it is collected: 4.1 Where does data come from? 4.2 Data collector/storer (section/manager name) 4.3 How is data collected?	Tracking of output of officials N Daniels Record-tracking
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of leave forms received and processed compared to attendance register
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Where registers do not exist or not complied with.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative 8.1 Cumulative 8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals 9.1 Quarterly? 9.2 Annually? 9.3 Other? Please state	X
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year: 10.1 New? 10.2 Significantly different? 10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Lower
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director IHCA

<b>TABLE 1H</b>			
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No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Days taken to finalise grievances</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Ensuring that thw workforce ' dissatisfactions are handled and managed well for employee increased satisfaction at work
3	Purpose/Importance	<b>Explain what the indicator is intended to show and why it is important</b> 3.1 What does indicator show? 3.2 Why is it important?	Wellbeing Job satisfaction
4	Source/Collection of Data	<b>Describe where the information comes from and how it is collected:</b> 4.1 Where does data come from? 4.2 Data collector/storer (section/manager name) 4.3 How is data collected?	Aggrieved employees and amount of time taken to settle Director Labour Relations- S Faker Tracking records: date from receipt to sign off of concluded matter
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Date of sign off minus date of receipt (take number of working days) divided by total number of cases ie average
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	
7	Type of Indicator	<b>Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity</b>	Outputs
8	Calculation type	<b>Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative</b> 8.1 Cumulative 8.2 Non-cumulative	x
9	Reporting cycle	<b>Identify if an indicator is reported quarterly, annually or at longer time intervals</b> 9.1 Quarterly? 9.2 Annually? 9.3 Other? Please state	x
10	Indicator History	<b>Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:</b> 10.1 New? 10.2 Significantly different? 10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Lower
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DLR

**TABLE 11**

No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Infrastructure additions (computer labs in all schools in the Western Cape)</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	In terms of the Khanya Project each public school in the Western Cape should receive at least ONE ICT facility by the end of 2012. This indicator provides information on exactly how many facilities were provided in any one year.
3	Purpose/Importance	<b>Explain what the indicator is intended to show and why it is important</b> 3.1 What does indicator show? 3.2 Why is it important?	This indicator provides information on exactly how many facilities were provided in any one year. This indicator shows how close to reaching the goal espoused in Education White Paper 7 of each school in the province having at least ONE ICT facility
4	Source/Collection of Data	<b>Describe where the information comes from and how it is collected:</b> 4.1 Where does data come from? 4.2 Data collector/storer (section/manager name) 4.3 How is data collected?	Khanya Project team Khanya Programme Manager (JJ van Wyk) Project Managers provide data to Programme Director

<b>TABLE 1I</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Count
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	(i), (iv)
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher is more desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	CES: e-Learning (with assistance from Khanya Programme Director)

## 16.2 Programme 2

<b>STRATEGIC OBJECTIVES: Description</b>	<b>Table No</b>
Learners retained in the education system	<b>2A</b>

<b>PROGRAMME PERFORMANCE INDICATORS</b>	<b>Table No</b>
% of learners in Grade 3 attaining acceptable outcomes in literacy	<b>2B</b>
% of learners in Grade 3 attaining acceptable outcomes in numeracy	<b>2C</b>
% of learners in Grade 6 attaining acceptable outcomes in Literacy	<b>2D</b>
% of learners in Grade 6 attaining acceptable outcomes in Numeracy	<b>2E</b>
% of learners in Grade 9 attaining acceptable outcomes in Languages	<b>2F</b>
% of learners in Grade 9 attaining acceptable outcomes in Mathematics	<b>2G</b>
Schools with a pass rate where <60% pass	<b>2H</b>
NSC Pass Rate	<b>2I</b>
NSC Pass Numbers	<b>2J</b>
University Admission rates	<b>2K</b>
Numbers of learners gaining access to Higher Education	<b>2L</b>
Numbers of learners passing Mathematics	<b>2M</b>
Numbers of learners passing Physical Science	<b>2N</b>

<b>TABLE 2A</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Learners retained in the education system</u>



<b>TABLE 2A</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Measure of the degree (%) to which learners that enter grade 10 continues to grade 12 in PUBLIC Ordinary Schools for the same cohort.
3	Purpose/Importance	<b>Explain what the indicator is intended to show and why it is important</b> 3.1 What does indicator show? 3.2 Why is it important?	A higher % of learners remain in the system until grade 12 Academically better prepared work force; better opportunity for learners; access to tertiary education enhanced; reduce the vulnerability rate amongst learners; more efficient deployment of support (social)
4	Source/Collection of Data	<b>Describe where the information comes from and how it is collected:</b> 4.1 Where does data come from? 4.2 Data collector/storer (section/manager name) 4.3 How is data collected?	ASS Mr . S. Hansraj Extracted from CEMIS for ASS.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The difference between the Gr10 learners and the Gr12 learners for the same cohort (2 years later) divided by the number of GR10 learners as a percentage.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	The calculation is for Public Ordinary schools only and is dependent on the unit record administration at schools. It does not reflect all learners in all education sectors. This excludes in and out migration of learners, deaths, and other factors.
7	Type of Indicator	<b>Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity</b>	<b>Output; Efficiency; Economy; Equity</b>
8	Calculation type	<b>Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative</b> 8.1 Cumulative 8.2 Non-cumulative	  X
9	Reporting cycle	<b>Identify if an indicator is reported quarterly, annually or at longer time intervals</b> 9.1 Quarterly? 9.2 Annually? 9.3 Other? Please state	 Annually, on the previous academic year, in first quarter of following year  
10	Indicator History	<b>Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:</b> 10.1 New? 10.2 Significantly different? 10.3 Same as previous year	 X  
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher than target desirable.
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Could be coordinated by CD ED's; data collected and reported by KM; Collaborative effort including many role players

<b>TABLE 2B</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<b>% of learners in Grade 3 attaining acceptable outcomes in literacy</b>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	This is a measure of the proportion of learners, participating in the Grade 3 systemic tests, who are able to pass the tests. The pass mark for standardised tests is set at 50%
3	Purpose/Importance	<b>Explain what the indicator is intended to show and why it is important</b> 3.1 What does indicator show? 3.2 Why is it important?	The indicator shows the general level of proficiency of learners who are attending school at the foundation phase. This indicator is important as it measures the effectiveness of the education system at the foundation phase
4	Source/Collection of Data	<b>Describe where the information comes from and how it is collected:</b> 4.1 Where does data come from?	The report of the systemic test forms the basic data source. The report contains the total number of learners who took part in the test and a disaggregation of the proportion that passed the test and the

<b>TABLE 2B</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
		4.2 Data collector/storer (section/manager name)	proportion that did not pass the test.
		4.3 How is data collected?	Research Services
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	It is recorded from the final report.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	The number of learners who pass the test (50% and above) are expressed as a percentage of the total number of learners who took part in the test.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	Schools that have less than 5 learners learners in Grade 3 do not take part in the systemic tests.
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance is lower than the targeted performance
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of Research Services.

<b>TABLE 2C</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<b>% of learners in Grade 3 attaining acceptable outcomes in Numeracy</b>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	This is a measure of the proportion of learners, participating in the Grade 3 systemic tests, who are able to pass the tests. The pass mark for standardised tests is set at 50%
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the foundation phase.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the foundation phase
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The report of the systemic test forms the basic data source. The report contains the total number of learners who took part in the test and a disaggregation of the proportion that passed the test and the proportion that did not pass the test.
		4.2 Data collector/storer (section/manager name)	Research Services
		4.3 How is data collected?	It is recorded from the final report.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) are expressed as a percentage of the total number of learners who took part in the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners learners in Grade 3 do not take part in the systemic tests.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	

TABLE 2C			
No	Technical Indicator	Description	Response
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance is lower than the targeted performance
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of Research Services.

TABLE 2D			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<b>% of learners in Grade 6 attaining acceptable outcomes in Literacy</b>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	This is a measure of the proportion of learners, participating in the Grade 6 systemic tests, who are able to pass the tests. The pass mark for standardised tests is set at 50%
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the Intermediate phase.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the foundation phase
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The report of the systemic test forms the basic data source. The report contains the total number of learners who took part in the test and a disaggregation of the proportion that passed the test and the proportion that did not pass the test.
		4.2 Data collector/storer (section/manager name)	Research Services
		4.3 How is data collected?	It is recorded from the final report.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) are expressed as a percentage of the total number of learners who took part in the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners in Grade 6 do not take part in the systemic tests.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	

<b>TABLE 2D</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance is lower than the targeted performance
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of Research Services.

<b>TABLE 2E</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>% of learners in Grade 6 attaining acceptable outcomes in Numeracy</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	This is a measure of the proportion of learners, participating in the Grade 6 systemic tests, who are able to pass the tests. The pass mark for standardised tests is set at 50%
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the Intermediate phase.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the foundation phase
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The report of the systemic test forms the basic data source. The report contains the total number of learners who took part in the test and a disaggregation of the proportion that passed the test and the proportion that did not pass the test.
		4.2 Data collector/storer (section/manager name)	Research Services
		4.3 How is data collected?	It is recorded from the final report.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) are expressed as a percentage of the total number of learners who took part in the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners in Grade 6 do not take part in the systemic tests.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance is lower than the targeted performance
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of Research Services.

<b>TABLE 2F</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>% of learners in Grade 9 attaining acceptable outcomes in Languages</u>

TABLE 2F			
No	Technical Indicator	Description	Response
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	This is a measure of the proportion of learners, participating in the Grade 9 systemic tests, who are able to pass the tests. The pass mark for standardised tests is set at 50%
3	Purpose/Importance	<b>Explain what the indicator is intended to show and why it is important</b>	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the Senior Phase of GET.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the Senior Phase of GET.
4	Source/Collection of Data	<b>Describe where the information comes from and how it is collected:</b>	
		4.1 Where does data come from?	The report of the systemic test forms the basic data source. The report contains the total number of learners who took part in the test and a disaggregation of the proportion that passed the test and the proportion that did not pass the test.
		4.2 Data collector/storer (section/manager name)	Research Services
		4.3 How is data collected?	It is recorded from the final report.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) are expressed as a percentage of the total number of learners who took part in the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners in Grade 9 do not take part in the systemic tests.
7	Type of Indicator	<b>Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity</b>	
8	Calculation type	<b>Identify whether the reported performance is cumulative, OR non-cumulative</b>	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	<b>Identify if an indicator is reported quarterly, annually or at longer time intervals</b>	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	<b>Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:</b>	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance is lower than the targeted performance
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of Research Services.

TABLE 2G			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<b>% of learners in Grade 9 attaining acceptable outcomes in Mathematics</b>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	This is a measure of the proportion of learners, participating in the Grade 9 systemic tests, who are able to pass the tests. The pass mark for standardised tests is set at 50%
3	Purpose/Importance	<b>Explain what the indicator is intended to show and why it is important</b>	
		3.1 What does indicator show?	The indicator shows the general level of proficiency of learners who are attending school at the Intermediate phase.
		3.2 Why is it important?	This indicator is important as it measures the effectiveness of the education system at the foundation phase
4	Source/Collection of Data	<b>Describe where the information comes from and how it is collected:</b>	
		4.1 Where does data come from?	The report of the systemic test forms the basic data source. The report contains the total number of learners who took part in the test and a disaggregation of the proportion that passed the test and the proportion that did not pass the test.

TABLE 2G			
No	Technical Indicator	Description	Response
		4.2 Data collector/storer (section/manager name)	Research Services
		4.3 How is data collected?	It is recorded from the final report.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of learners who pass the test (50% and above) are expressed as a percentage of the total number of learners who took part in the test.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Schools that have less than 5 learners learners in Grade 9 do not take part in the systemic tests.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	The actual performance is lower than the targeted performance
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Management of the indicator is a function of the Curriculum Branch while reporting on the indicator is a function of Research Services.

TABLE 2H			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Schools with a pass rate where &lt;60% pass</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Indication of the number of under performing schools
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Output of under performing schools
		3.2 Why is it important?	To determine if interventions are assisting in reducing the lower pass rates, especially in disadvantaged areas.
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	IECS
		4.2 Data collector/storer (section/manager name)	DAM
		4.3 How is data collected?	Pass rates for schools
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Z / W X 100 determines the pass rate for a school. Where Z is the number of candidates that passed according to the criteria from the NSC policy. Where W is the number of candidates in a school that wrote 7 subjects toward the NSC. Pass rates of all schools are filtered to determine the schools that have achieved a pass rate of below 60%.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Output
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	

TABLE 2H			
No	Technical Indicator	Description	Response
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Lower desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DAM

TABLE 2I			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>NSC Pass Rate</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	The percentage of learners that pass the National Senior Certificate examinations by obtaining a pass in Home Language at 40% or more and obtain a pass in two other subjects with 40% or more and pass three other subjects at 30% or more.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Indicator shows % of learners that have obtained the National Senior Certificate qualification.
		3.2 Why is it important?	Important to determine the achievement of the education system and the extent to which the educational output has been achieved.
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The data comes from the Integrated Examinations Computer System, which is a national system.
		4.2 Data collector/storer (section/manager name)	Mr A Clausen
		4.3 How is data collected?	Processed by the DoE.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of learners that passed the National Senior Certificate examinations by obtaining a pass in Home Language at 40% or more and obtain a pass in two other subjects with 40% or more and pass three other subjects at 30% or more divided by the number of learners that wrote the examinations.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	The data is extracted from the IECS, any problems with the IECS will be beyond the WCED's control as the IECS is a National system
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Outputs
8	Calculation type	Identify whether the reported performance is cumulative, OR non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	

TABLE 2I			
No	Technical Indicator	Description	Response
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher performance is desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DoE

TABLE 2J			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>NSC Pass Numbers</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Number of learners that pass the National Senior Certificate (NSC) examinations by obtaining a pass in Home Language at 40% or more and obtain a pass in two other subjects with 40% or more and pass three other subjects at 30% or more
3	Purpose/Importance	<b>Explain what the indicator is intended to show and why it is important</b> 3.1 What does indicator show? 3.2 Why is it important?	Indicator shows the number of learners that obtained the NSC qualification
4	Source/Collection of Data	<b>Describe where the information comes from and how it is collected:</b> 4.1 Where does data come from? 4.2 Data collector/storer (section/manager name) 4.3 How is data collected?	The data comes from the Integrated Examinations Computer System, which is a national system. Mr A Clausen Processed by the DoE.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of learners that passed the National Senior Certificate examinations by obtaining a pass in Home Language at 40% or more and obtain a pass in two other subjects with 40% or more and pass three other subjects at 30% or more divided by the number of learners that wrote the examinations.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	The data is extracted from the IECS, any problems with the IECS will be beyond the WCED's control as the IECS is a National system
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	<b>Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative</b> 8.1 Cumulative 8.2 Non-cumulative	X
9	Reporting cycle	<b>Identify if an indicator is reported quarterly, annually or at longer time intervals</b> 9.1 Quarterly? 9.2 Annually? 9.3 Other? Please state	X
10	Indicator History	<b>Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:</b> 10.1 New? 10.2 Significantly different? 10.3 Same as previous year	X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher performance is desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DoE

TABLE 2K			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>University admission rates i.e. access to B.Degree</u>



TABLE 2K			
No	Technical Indicator	Description	Response
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	A percentage of learners that pass the NSC with an achievement of 50-59% or more in four subjects chosen from the list of designated subjects and a minimum of 30% in the Language of Teaching and Learning of the institution.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Percentage of learners that can gain access to a B.Degree
		3.2 Why is it important?	Important in determining the quality of passes and ensuring progression from FET to HE
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	The data comes from the Integrated Examinations Computer System, which is a national system.
		4.2 Data collector/storer (section/manager name)	Mr A Clausen
		4.3 How is data collected?	Processed by the DoE.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of learners that passed the National Senior Certificate examinations by obtaining an achievement of 50-59% or more in four subjects chosen from the designated subjects chosen from the list of designated subjects and a minimum of 30% in the Language of Teaching and Learning of the institution divided by the number of learners that wrote the examinations.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	The data is extracted from the IECS, any problems with the IECS will be beyond the WCED's control as the IECS is a National system
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher performance Desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Mr A Clausen

TABLE 2L			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Numbers of learners gaining access to Higher Education Exemption Numbers</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Total number of candidates in the province that achieved a pass equivalent or better than the minimum criteria for entrance into a Bachelor's degree.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Performance output
		3.2 Why is it important?	Indication of the quality of passes since these candidates will have access to higher education and specifically courses that are geared toward professions and leadership in their fields of study.
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	IECS
		4.2 Data collector/storer (section/manager name)	DAM

<b>TABLE 2L</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
		4.3 How is data collected?	
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of candidates that meet the minimum criteria for a pass giving minimum access to a degree course at higher education.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	Outputs
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher desirable
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DAM

<b>TABLE 12M</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Numbers of learners passing Mathematics</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Total number of grade 12 candidates who wrote Mathematics and passed the subject.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Shows performance output in Mathematics
		3.2 Why is it important?	Maths is an important gateway subject critical for higher education study.
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	IECS
		4.2 Data collector/storer (section/manager name)	DAM
		4.3 How is data collected?	Marks from Maths school based assessment and exams captured.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of candidates who passed the subject, Mathematics with 30% or more. The number of candidates who passed the subject Mathematics with 50% or more is also determined in order to see the total number of candidates who achieved a higher level pass.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	Output
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	x

TABLE 12M			
No	Technical Indicator	Description	Response
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	x
		10.2 Significantly different?	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher desirable
		12	Indicator responsibility

TABLE 2N			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Numbers of learners passing Physical Science</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Total number of grade 12 candidates who wrote P. Sciences and passed the subject.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Performance output of Physical. Sciences
4	Source/Collection of Data	3.2 Why is it important?	Science passes deemed to be important in the context of the economy and its requirements for more scientists and engineers.
		Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	IECS
5	Method of Calculation	4.2 Data collector/storer (section/manager name)	DAM
		4.3 How is data collected?	Marks from P. Sciences school based assessment and exams captured.
		Describe clearly and specifically how the indicator is calculated	Number of candidates who passed the subject P. Sc with 30% or more. The number of candidates who passed the subject Physical Sciences with 50% or more is also determined in order to see the total number of candidates who achieved a higher level pass.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	None
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	Output
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	
9	Reporting cycle	8.2 Non-cumulative	X
		Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
10	Indicator History	9.2 Annually?	X
		9.3 Other? Please state	
		Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
11	Desired performance	10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher

<b>TABLE 2N</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DAM

## 16.3 Programme 3 – Independent Schools

None

## 16.4 Programme 4

<b>PROGRAMME PERFORMANCE INDICATORS</b>		<b>Table No</b>
Full Service Schools/Elsen Units		<b>4B</b>
Resource Centres		<b>4C</b>
Number of Schools of Skills		<b>4D</b>

<b>TABLE 4B</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Full Service Schools/Elsen Units</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Public ordinary schools with a ELSEN unit/s
3	Purpose/Importance	<b>Explain what the indicator is intended to show and why it is important</b>	
		3.1 What does indicator show?	Number of learners receiving specialised education
		3.2 Why is it important?	Ensuring curriculum access and specialized support
4	Source/Collection of Data	<b>Describe where the information comes from and how it is collected:</b>	
		4.1 Where does data come from?	CEMIS
		4.2 Data collector/storer (section/manager name)	CEMIS & EduInfosearch
		4.3 How is data collected?	Schools register learners
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number recorded on CEMIS
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	CEMIS data not updated regularly
7	Type of Indicator	<b>Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity</b>	
			Input
8	Calculation type	<b>Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative</b>	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	<b>Identify if an indicator is reported quarterly, annually or at longer time intervals</b>	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	<b>Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:</b>	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	

TABLE 4B			
No	Technical Indicator	Description	Response
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DSE

TABLE 4C			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Resource Centres</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Strengthened special school
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Number of resource centres
		3.2 Why is it important?	Provision of specialized educational support to schools/learners
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	DSE
		4.2 Data collector/storer (section/manager name)	DSE
		4.3 How is data collected?	District reports to DSE
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of resource centres identified by districts
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Response from districts regarding identification of centres
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
			Input
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	x
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	x
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DSE

TABLE 4D			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Number of Schools of Skills</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	Special schools for learners with mild intellectual barriers to learning

TABLE 4D			
No	Technical Indicator	Description	Response
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Greater access to the curriculum
		3.2 Why is it important?	Addressing learner dropout
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	District reports
		4.2 Data collector/storer (section/manager name)	DSE
		4.3 How is data collected?	District reports
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	Number of resource schools of skills identified by districts
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Response from districts regarding identification of centres
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	X
		8.2 Non-cumulative	
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	
		9.2 Annually?	X
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	DSE

16.5 Programme 5: FET  
None

Programme 6  
None

16.6 Programme 7

PROGRAMME PERFORMANCE INDICATORS		Table No
Newly built classrooms		<b>7A</b>
Additions of ECD kits to Public Ordinary Schools		<b>7B</b>
Additions of ECD kits in Independent Schools		<b>7C</b>

TABLE 7A			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Newly built classrooms</u> <u>Newly built classrooms</u> <u>104 Brick 'n mortar classrooms</u> <u>30 Mobile classrooms</u>

<b>TABLE 7A</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	To provide specialised infrastructure for establishment of Grade R classes to fulfil the 2014 mandate. The indicator refers to the number of newly built classrooms that would be provided to accommodate Grade R learners at selected Public Ordinary Schools. Some of these schools are in the lowest national quintiles and are spread across all eight education districts
3	Purpose/Importance	<b>Explain what the indicator is intended to show and why it is important</b> 3.1 What does indicator show? 3.2 Why is it important?	<b>Compile the database of Grade R infrastructure future and budget planning</b> Planning for the expansion of Grade R and the fulfilling of 2014 ECD mandate. To contribute to the improvement of the Literacy and numeracy competencies & assessment results of the learners who are in the Foundation Phase.
4	Source/Collection of Data	<b>Describe where the information comes from and how it is collected:</b> 4.1 Where does data come from? 4.2 Data collector/storer (section/manager name) 4.3 How is data collected?	Snap survey & District lists Directorate: Knowledge Management & District IMG ECD manager Survey – district database & direct requests from schools/districts
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	<b>School count</b> Needs driven and available budget based the pro-poor approach.
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Data that is not clearly defined or clarified could lead to mis-interpretation . Biases in interpretations could also lead to the non-identification of the needy schools
7	Type of Indicator	<b>Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity</b>	<b>Impact, efficiency, economy and equity</b>
8	Calculation type	<b>Identify whether the reported performance is cumulative, OR non-cumulative</b> 8.1 Cumulative 8.2 Non-cumulative	  X
9	Reporting cycle	<b>Identify if an indicator is reported quarterly, annually or at longer time intervals</b> 9.1 Quarterly? 9.2 Annually? 9.3 Other? Please state	 X  
10	Indicator History	<b>Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:</b> 10.1 New? 10.2 Significantly different? 10.3 Same as previous year	 x  
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	<b>On target or higher than target would depend on budget.</b>
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	H Coetzee

<b>TABLE 7B</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<b>Additions of ECD kits to Public Ordinary Schools</b>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	150 selected Primary Schools that have Grade R classes are provided with ECD indoor and outdoor equipment to assist with inter-active and effective learning and teaching
3	Purpose/Importance	<b>Explain what the indicator is intended to show and why it is important</b> 3.1 What does indicator show? 3.2 Why is it important?	<b>Number and names of schools that received ECD kits</b> To update the database of schools that received ECD Kits and to avoid the duplication of services.

<b>TABLE 7B</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	District lists
		4.2 Data collector/storer (section/manager name)	District IMG ECD manager
		4.3 How is data collected?	Survey – district database
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	School count
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Vandalism and burglaries that occur at schools could be the reason for the disappearance of ECD kits. Schools that have been affected by burglaries would then require an additional ECD Kit and the number of schools that would still require ECD kits would be increased.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	Efficiency, economy and equity
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	X
		9.2 Annually?	
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	S Fortuin

<b>TABLE 7C</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Additions of ECD kits in Independent Schools</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	150 selected Independent schools that have Grade R classes are provided with ECD indoor and outdoor equipment to assist with inter-active and effective learning and teaching
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	Number and names of schools that received ECD kits
		3.2 Why is it important?	To update the database of schools that received ECD Kits and to avoid the duplication of services.
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	District lists
		4.2 Data collector/storer (section/manager name)	District IMG ECD manager
		4.3 How is data collected?	Survey – district database
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	School count
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Vandalism and burglaries that occur at schools could be the reason for the disappearance of ECD kits. Schools that have been affected by burglaries would then require an additional ECD Kit and the number of schools that would still require ECD kits would be increased.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	



TABLE 7C			
No	Technical Indicator	Description	Response
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	Efficiency, economy & equity
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	
		9.1 Quarterly?	X
		9.2 Annually?	
		9.3 Other? Please state	
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year:	
		10.1 New?	X
		10.2 Significantly different?	
		10.3 Same as previous year	
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Higher
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	S Fortuin

## 16.7 Programme 8

PROGRAMME PERFORMANCE INDICATORS	Table No
Bursaries awarded to 120 deserving students, for four years of formal study at HEIs and managed effectively	8E

TABLE 8E			
No	Technical Indicator	Description	Response
1	Indicator Title	Identify the title of the strategic goal, objective or programme performance indicator	<u>Bursaries awarded to 120 deserving students, for four years of formal study at HEIs and managed effectively</u>
2	Short Definition	Provide a brief explanation of what the indicator is, with enough detail to give a general understanding of the indicator	The number of bursaries awarded to enable aspiring teachers to qualify in scarce subject areas both new and continuing bursaries.
3	Purpose/Importance	Explain what the indicator is intended to show and why it is important	
		3.1 What does indicator show?	The number of bursary recipients.
		3.2 Why is it important?	To indicate how many newly qualified teachers in scarce subject areas are capacitated per annum to alleviate the demand. Ensuring a constant pool of educators.
4	Source/Collection of Data	Describe where the information comes from and how it is collected:	
		4.1 Where does data come from?	From individual bursary files and bursary contracts.
		4.2 Data collector/storer (section/manager name)	Director Human Capital Development
		4.3 How is data collected?	By maintaining effective record keeping and communication with bursary holders.
5	Method of Calculation	Describe clearly and specifically how the indicator is calculated	The number of active bursary contracts at a given time .
6	Data Limitations	Identify any limitation with the indicator data, including factors that might be beyond the department's control	Unexpected drop out of students at a specific point. And failures.
7	Type of Indicator	Identify whether the indicator is measuring (i) inputs, (ii) activities, (iii) outputs, (iv) outcomes, (v) impact, or some other dimension of performance such as (vi) efficiency, (vii) economy or (viii) equity	Outcomes
8	Calculation type	Identify whether the reported performance is cumulative, <u>OR</u> non-cumulative	
		8.1 Cumulative	
		8.2 Non-cumulative	X
9	Reporting cycle	Identify if an indicator is reported quarterly, annually or at longer time intervals	

<b>TABLE 8E</b>			
<b>No</b>	<b>Technical Indicator</b>	<b>Description</b>	<b>Response</b>
		9.1 Quarterly? 9.2 Annually? 9.3 Other? Please state	
			X
10	Indicator History	Identify whether the indicator is new, has significantly changed, or continues without change from the previous year: 10.1 New? 10.2 Significantly different? 10.3 Same as previous year	
			X
11	Desired performance	Identify whether actual performance that is higher or lower than targeted performance is desirable	Actual performance should match target.
12	Indicator responsibility	Identify who is responsible for managing and reporting the indicator	Director Human Capital Development