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**Developing a detailed costing of the
new Matric Second Chance programme**

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RELATED DEPARTMENTS**

NATIONAL TREASURY

EXPENDITURE PERFORMANCE REVIEW: MATRIC SECOND CHANCE PROGRAMME

1. Introduction

According to 2014 statistics South Africa data, young people constitute 38 per cent of the country's population, while the South African Labour Force Survey for June 2014 indicates that 36.1 per cent of young people are unemployed. As a result, the National Senior Certificate (NSC) is an absolute necessity for meaningful citizenry which, if not attained prevents young people from contributing meaningfully to society. Currently the education system does not have a mechanism for learners that fail matric to repeat the examination. As such there is a new focus to give learners an opportunity to rewrite the national senior certificate examination. As a result the education system is expanded to cater for the needs of young people and offer second chance NSC through the matric second chance programme. According to the National Development Plan 2011, "*South Africa loses half of every cohort that enters the school system by the end of the 12 year schooling period, wasting significant human potential and harming the life-chances of many young people*". South Africa aims for a comparable completion rate of between 80 – 90 per cent where based on the in 2015 national senior certificate results they are currently at 70 per cent before inclusion of the supplementary examination results and that secondary school completion rates are 77 per cent in the United States, 87 per cent (to the age of 16) in the UK and 93 per cent in Japan. Research suggests that 38 per cent of those with matric as their highest qualification are unemployed while 54 per cent of those with an education level less than matric are unemployed, thus the higher the qualification the lower likelihood of being unemployed.

In order to reduce the matric failure rate, the Department of Basic Education has introduced the matric second chance programme. This programme is meant to provide support to learners who have not been able to meet the minimum requirements of the NSC. This programme is designed to address challenges faced by the learners in attaining matric. Thus enabling learners enrolled in the programme to be better prepared when sitting for their exams the second time around. It will be provided to all learners that failed matric by

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obtaining 25 per cent in all subjects and will provide learners with an opportunity to rewrite the national senior certificate examination. Through the up-scaling of second

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chance programmes, young learners will be integrated back into the education system to ensure that they receive a second chance at being adequately qualified before entering the job market or furthering studies.

This programme will target those learners that failed the supplementary examinations and would be required to write two or more subjects in order to obtain their NSC. This programme will also provide support for candidates who did not meet all the requirements for the National Senior Certificate post 2008. Learners that failed NSC prior 2008 will be catered for by the Department of Higher Education and Training.

2. Problem statement

Proportion of learners that failed national senior certificate by obtaining 25 per cent on matric on each subject with a maximum of up to two subjects qualifies for the supplementary examination. However secondary schools are not in a position to support those students who completely failed and exit the system with a partial NSC or without an NSC. This is attributed to the regulations pertaining to the National Curriculum Statement Grades R-12, promulgated as Notice No. R1114, in Regulation Gazette No. 9886 of 28 December 2012, that states “a learner may only be retained once in the Further Education and Training phase in order to prevent the learner from being retained in this phase for longer than four years”. This increased pressure on class sizes, teacher performance and overall class success rates. These learners are left at their own devices to study and prepare for the NSC examinations with supplementary examinations that are scheduled after the formal exam period, and are expected to take place between February and March of every year. These learners are not given additional support to make sure that they pass the national senior certificate (NSC).

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Failure of the learners during examinations is mainly attributed to the number of reasons ranging from the following:

- *inadequate support provided, poor quality of teaching, low morale of teachers, inexperienced teachers,*
- *inadequate infrastructure facilities, unavailability of IT equipment for science and technology,*
- *learners that don't have discipline, poor socio economic conditions,*
- *shortage of teachers, learners having to walk long distances to reach their schools,*
- *lack of textbooks in some of the provinces, demotivated teachers that don't go beyond the call of duty because their concerns haven't been addressed,*
- *lack of teacher development programmes and a high volume of learners in classrooms, increased learner educator ratio as it is difficult for teachers to focus on the learners if they have to deal with 50 to 70 pupils in a class.*
- *Inadequate preparedness of candidates for the examination and especially learners' inability to answer questions assessing higher order thinking skills such as problem-solving, critical thinking, analysis and evaluation;*
- *Inadequacies relating to foundational competencies and basic concepts, which negatively impact on advanced learning and understanding; and*

All of these challenges contribute to poor performance in matric results. Despite this predicament of learners who fail matric are not provided with the necessary support to equip them for the examinations and are left at their own disposal to rewrite the national senior certificate examination.

The targeted learners for the programme will not be in school and their profile should be considered in providing a support package. The second chance learners are profiled as follows:

- *older or adult learner, time constraints where they are not available during schooling hours,*
- *looking for work hence they are not available during the day,*
- *no access to internet, no funding to travel to the learning sites.*
- *low self-esteem, little or no parental support, and*
- *requires advice on career pathing.*

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3. Programme elements and roles and responsibilities

DBE will use different modalities in implementing the programme through face to face and broadcasting.

- Face to face tuition by Grade 12 teachers from best performing schools with an excellent track record for the pilot in 2016. This is a stream where learners will be provided with a direct contact with the educators. About 20 000 of the approximately 120 000 learners who qualify to write the supplementary examinations every year will be involved in the programme, which will focus on selected subjects that have a high failure rate and to provide learner and teacher support materials.
- Multimedia Broadcasting Solution is when learners will be provided with assistance through a televised broadcasting programme in selected venues in all provinces. The programme will reach additional learners through the programme's technology and electronic media activities.

There are various role players in the matric second chance programme that are responsible for delivery of different outputs and activities.

DBE	Provinces	District	School
<ul style="list-style-type: none"> • develop policies including norms and standards for the implementation of the programme. • plan and management of programme and developing broadcasting content. • develop LTSM for both face to face and broadcasting • printing of LTSM • Advocacy and awareness of the programme • monitoring and support of the programme 	<ul style="list-style-type: none"> • implement of the matric second chance programme. • identify districts and venues for face to face classes and broadcast venues. • appointment of teachers • provide training to educators • placement of orders and manage distribution and retrieval of LTSM • Advocacy and recruitment of learners • monitoring and support of the programme 	<ul style="list-style-type: none"> • register supplementary examinations and coordination. • management of centres including broadcast centres • identification of best performing teachers • approval of payments • distribution and retrieval of LTSM • Advocacy and recruitment of learners • monitoring and support of the programme • visit the nearest office of the Department of Education in your area to enquire about your results 	<ul style="list-style-type: none"> • registration of the supplementary examinations and coordination • Ensure venues are conducive for learning and teaching • ensure teachers are enabled to conduct lessons • ensure that educators

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			<p>are enabled to conduct teaching</p> <ul style="list-style-type: none"> • ensure classes are conducted
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4. Institutional analysis

Section 29 of the constitution of SA enshrines the right to education, and defines the positive responsibilities of the state in this respect. The Section states *“Everyone has the right to a basic education, including adult basic education; and to further education, which the state, through reasonable measures, must make progressively available and accessible.”* Quality education is an important right, which plays a vital role in relation to a person’s health, quality of life, self-esteem, and the ability of citizens to be actively engaged and empowered.

The South African Schools ACT, 1996 (ACT No. 84 OF 1996), Conduct, Administration and Management of Assessment for the National Senior Certificate "Regulation 18(3) which states that a candidate who provides documentary evidence that he or she qualifies for admission to a higher education institution or for an occupation, but does not satisfy the higher education faculty requirements or the requirements for the specific occupation, may be allowed to register for a maximum of two subjects."

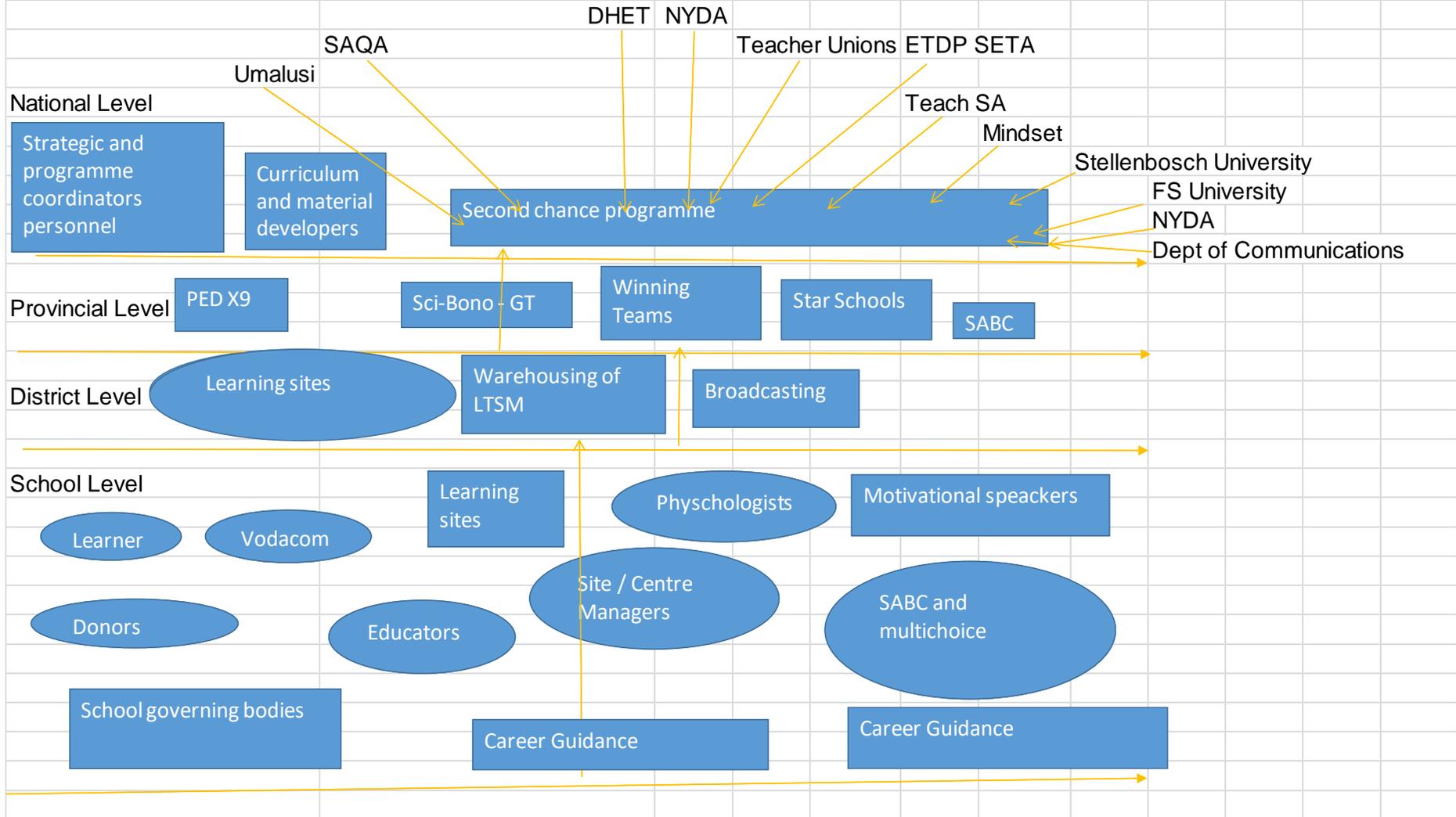
The legislation’s intent is to uphold the best interest of the learner and to minimise unnecessary school dropout in the schooling system so that every learner has the opportunity to achieve an exit qualification such as the National Senior Certificate.

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INSTITUTIONAL ANALYSIS

1. EPR: MATRIC SECOND CHANCE PROGRAMME



There is a duplication of efforts amongst the various role players where between DHET, DBE, DoL and NYDA of providing learners with an opportunity to complete the national senior certificate and also in providing career services where there is a commonly held view that some of these learners have suffered psychological trauma, demotivated, unclear career path, low self-esteem, little or no parental support and as such require career guidance. However this function is provided by at least three other government departments.

These functions overlap are between Department of Labour, Department of Higher Education and Training and also Department of Basic Education. DHET would be the lead department in providing these. They will also be responsible for coordinating government departments. Department of Labour focuses on providing members of the UIF with career counselling in order to upskill and reintegrated into the labour market. DHET is responsible for providing career development services and will provide training to existing career guidance i.e. life orientation teachers in schools, career councillors in post school education and training institutions and Technical Vocational and Training Colleges. DBE is responsible for providing career guidance to learners at a secondary school level. National Youth Development Agency receives funding from the ETDP SETA to support matriculates that did not complete the national senior certificate where they are offered support to by providing the following services and resources; Tuition is provided for 52 hours per subject. Learners are provided with Study Guides, Career Guidance, past Exam Papers, academic Support, 3 assessments per subject.

National

- Strategic and programme coordinators – responsible for the policy formulation of the programme and the monitoring and evaluation thereof.
- Curriculum and material developers – DBE is responsible for developing the content material for both online and face to face programmes.
- Umalusi - responsible for the quality assurance of assessment in the Grade 12-year and issues the National Senior Certificate to successful candidates
- SAQA - provide for the development and implementation of a National Qualifications Framework
- NYDA – provide for the second chance examination

- DHET under Adult education training at level 4 where support to learners that failed matric prior to 2008 and sitting for the national senior certificate examinations in June. Community colleges are developed to provide support to limited supported currently and proposal has been made to move the function to DBE.
- National Youth Development Agency receives funding from the ETDP SETA to support matriculates that did not complete the national senior certificate. The NSC 2nd chance programme offers support to each learner by providing the following services and resources, Tuition is provided for 52 hours per subject. Learners are provided with Study Guides, Career Guidance, past Exam Papers, academic Support, 3 assessments per subject.
- ETDP SETA – work closely with the NYDA to provide for the second chance
- Mindset – provide specialised scheduled programme during dedicated weekends during the supplementary examinations and late evenings.
- Stellenbosch University – provide all broadcasting content for uploading onto the DBE website.
- FS University – Provide broadcasting content for uploading onto the DBE website.

Provincial

- Sci-Bono discovery centre – offers free walk in classes to learners in Gauteng province, learners are also provided with printed material on request. Sci-Bono works in line with the Gauteng Department of Education’s Mathematics, Science and Technology education strategy, providing outreach programmes in various districts in Gauteng. One of these is the Emasondosondo Mobile Science Project, which sends out a team of trained Maths and Physical Science teachers to schools in mainly rural and farm areas to teach learners in Grades 10 to 12.
- Star schools – provide support at approximately R100 per class including all materials, this however excludes disadvantaged learners.
- The winning teams second chance programme – provides support to learners registered at two adult education training centres with DHET in Gauteng Province.

This programme is conducted at DHET community colleges and uses mind the Gap series.

District – programme coordination

This is a level where logistical services take place that relate to the delivery of learning materials to schools

School

This relates to the various role players that are responsible in facilitation of the programme.

5. Performance analysis

The 2015 matric exam national pass rate has increased to 77%, this increased from 75.8% achieved in 2014. The increase is attributed to the supplementary examinations results. The pass rate would have increased if it did not include the progressed learners who failed Grade 11 twice and were promoted to Grade 12 without meeting the passing criteria Just below 30 per cent of learners have not achieved the national senior certificate results, including supplementary examinations across all provinces.

The 2015 matric results also revealed a distinct provincial inequality in matric performance. More urbanized provinces, like Free State, Gauteng, Mpumalanga, North West and the Western Cape provinces performed significantly better between 80 per cent and 84 per cent passing Rural provinces such as the Eastern Cape (65.9 per cent), KwaZulu Natal (71.4 per cent and Limpopo (75 per cent. The regional bias is unsurprising where rural provinces such as the Eastern Cape, KwaZulu-Natal, and Limpopo have the most under-resourced and poorest schools, many of which lack water, electricity, or sanitation. Furthermore, these schools have fewer teachers per learner than their urban counterparts. Nonetheless, regional or rural/urban bias may simply be a proxy for economic inequality in the education system. Support is not provided to these learners who have not been able to meet the requirements of the NSC. Several studies have shown that the educational attainment of South Africans has been steadily rising but the number of learners who fail Grade 12 remains high. In 2011 of the 496 090 learners that wrote matric,

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147 973(29.8 per cent failed. In 2012, 623 897 learners wrote and 162 838 (26.1 per cent failed. These results include those learners that wrote and passed the supplementary examinations.

The national difference in the number qualifying to write the supplementary examinations and those that enrolled is 21 942 and the difference between enrolled and wrote is 24 085. More interestingly the difference between those that qualified and wrote is 46 027 which is 41 per cent of the learners. A total number of 90 389 candidates enrolled for the 2015 NSC Supplementary examinations, which is 2 221 candidates more than enrolled in 2014. It is a concern that a significant number of candidates that enrolled for the examination did not pitch up for the examinations in all PEDs, with the most in KwaZulu-Natal (10 290) and Eastern Cape (6 159). This means 37.0% (16 449) of the candidates did not pitch up to write the examinations in these two provinces. The DBE intends to enrol at 20 000 from 2017/18 and the number will increase incrementally over the upcoming years.

For the past five years the programme assisted young people to rewrite matric and go on to pass Grade 12. This bears testament to the great need that is out there for young people who have failed their matric to be given a second chance at rewriting their matric exams. The NYDA together with the ETDP SETA is providing the same matric second chance programme in Physical Science, Mathematics, Accounting, Life Sciences and English. The second chance programme offers support to each learner by providing Tuition of 52 hours per subject, Study guides, past exam papers, Academic Support and 3 assessments per subject and Career guidance. The programme started in 2011 with 2 039 learners enrolled and the number increased by 2013 to 3 168. The programme has managed to register 5 675 young people in 9 provinces for the NSC second chance 2016 programme at a total cost of R20 million. The ETDP SETA will contribute R6 million towards 2 000 young people and NYDA will contribute R14 million towards 3 675 young people. The programme provides tuition to young people using traditional classroom methods that promote learning, provide career guidance and job preparedness and training of young people that would lead them to participate in the labour market. The NSC programme has seen tremendous growth since its inception where the pass rate for these learners has also improved from 47 per cent in 2011 to 77 per cent in 2013 and later declined to 43 per cent in 2014.

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6. Expenditure analysis

Since this is a newly initiated project and that there was no similar project previously undertaken as such there is limited data for expenditure analysis, as such there is no expenditure analysis. Information available related only to the compensation of employees for educators, centre managers and administrators. The information used for centre managers was that of Adult Basic Education (ABET) in 2014/15. Funds for the matric second chance programme are under Programme 2: Curriculum, Policy and Assessment under Curriculum implementation and monitoring subprogramme. These funds will flow from DBE to provinces and schools.

7. Costing and projections

Parameter	Programme	Status Quo Scenario	Full Policy Scenario	Mixed Scenario
Target enrolments	Curriculum, Policy and Monitoring	95 000	125 000	110 000
Throughput rates	NSC	77%	90%	80%
	NYDA	66%	50%	50%
Student : Teacher Ratio	Class	35	30	30
	Subjects	7	11	9
	No. of learning sites	36	52	48
	No. of learners	20 000	45 000	30 000
	No of teachers	756	1716	1296
Direct costs	Face2Face	1 506 398 159	2 240 697 238	R 1 873 547 698
	Broadcasting	126 476 240	179 201 840	R 152 839 040
Indirect	Face2Face	R 6 919 350	R 6 919 350	R 6 919 350
	Broadcasting	2 002 643 538	2 025 789 846	R 2 014 216 692
Broadcasting	No. of learners	75 000	85 000	80 000

Item	MTEF ESTIMATES		
	Status Quo Scenario	Full Policy Scenario	Mixed Scenario
Current Costs	R 7 036 785 569	R 9 614 497 561	R 8 325 641 565
Funding and financing	R 370 000 000	R 370 000 000	R 370 000 000
Shortfall (-) / Surplus (+)	R -6 666 785 569	R -9 244 497 561	R -7 955 641 565

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Description	2017/18	2018/19	2019/20	Total
Status Quo Scenario	3 642 437 287	1 646 143 687	1 748 204 595	7 036 785 569
Full Policy Scenario	4 452 608 273	2 503 341 071	2 658 548 217	9 614 497 561
Mixed Scenario	4 047 522 780	2 074 742 379	2 203 376 406	8 325 641 565

The total cost of the programme for the Status Quo Scenario is R7 billion over the 2017 MTEF period, of which majority of R3.6 billion emanate from 2016/17 due to the project set up costs and majority of it is the teaching costs where DBE currently provides temporary educators with a stipend of R5 000, and this is as per the policy for the duration of the supplementary examination. However the R5 000 is higher than an average of R3 000 used when determining an hourly rate to be paid out to the educators at salary levels 7 and 8 due to the incorrect interpretation of the policy on overtime. However the costs relating to Full Policy Scenario decline from 2017/18 to 2018/19. Over the MTEF period a total of 3 768 (756 in 2017/18, 1 716 in 2018/19 and 1 299 in 2019/20) educators will be appointed. These educators will be appointed at salary level 7 and 8 on an hourly rate up to a maximum of 36 hours. 3 teachers will be responsible for 1 subject at a maximum of 100 learners per venue in 36 to a maximum of 52 learning sites. There are a number of personnel required that DBE did not project or budget for in the implementation of the programme, i.e. centre managers, administrators, curriculum development staff, deputy directors, directors and assistant directors responsible for the oversight at a total cost of R42.7 million over the 2017 MTEF period.

There are a number of broadcasting services that have also not been included on the costing i.e. internet content, connectivity, TV sets, projectors, satellite dishes and decoders, DSTV rental, maintenance of broadcasting. These activities cost a total of R132.8 million for the set up costs. They have been excluded by the DBE in their costing due to sponsorships provided by various donors. This amount includes the face to face and the broadcasting costs and its related direct and indirect costs. It will require various personnel for implementation i.e. educators, centre managers, administrators, strategic personnel, programme coordinators, logistical services. There are also a number of indirect costs that will be required i.e. electricity and other utilities, facility charges, camps, monitoring and evaluation, printing and delivery of Learner Teacher Support (LTSM).

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DBE has undertaken a pilot project in 2016/17 year, where they planned to enrol about 10 000 of the approximately 120 000 learners who qualify to write the supplementary examinations every year. The focus will be on 7 subjects that have a high failure rate. Implementation will cover four areas: direct tuition, technology and electronic media, learner and teacher support materials, and selfstudy. This programme will offer direct tuition from best performing schools in the identified districts. The districts selected will be those with a high number of learners qualifying for supplementary examinations. The programme will reach additional learners through the programme's technology and electronic media activities. The full roll out will take place in 2017/18 and thereafter the programme is expected to increase incrementally to reach 45 000 learners that will attend through face to face by 2018/19 and the rest will be covered through the broadcasting.

The Department of Basic Education will appoint teachers for the targeted subjects to teach learners who completely failed the grade 12 examination in previous years for a maximum period of 36 hours in all the 11 gateway subjects per season. These teachers will be sourced from the best performing schools in these districts to provide tuition, this will be done through the face to face programme. However in cases where the best performing educators are no available and are already committed to other projects, unemployed educators and temporary educators will also be used to provide tuition to learners. The programme will prioritize the most commonly failed subjects, and be implemented incrementally over the years starting from 2017/18. Subjects to be taught depend on the availability of qualified teachers and the resources thereof where it will be implemented in phases with phase I targeting the learners who wrote the 2015 NSC and qualify to write the supplementary examinations.

8. Observations and key findings

The National Treasury commissioned a Performance and Expenditure Review of matric second chance programme. The main findings are as follows:

- Based on the departmental policy on matric second chance face to face tuition was supposed to be undertaken by Grade 12 teachers from best performing schools with

an excellent track record. However DBE made its intensions of appointing unplaced Funza Lushaka graduates, retired teachers and unemployed qualified teachers for the programme. However this initiative contradicts the policy discussion on appointing experienced educators from best performing schools. The sector should be mindful of the consequences of allowing learners to be taught by inexperienced educators (temporary or Funza Lushaka) and the sector might not reap the anticipated results having invested so much resources in the programme.

- There are a number of similarities between various government departments in providing a similar service
- No solid agreement has been made with the provinces and the schools pertaining to budgetary issues where they require extra security to avoid vandalism, other consumables such as toilet paper, electricity, and security services.
- The target group for this programme is meant to be the older learners, unemployed learners, unclear career path, low self esteem and unmotivated and they're not available during the day to attend classes. Despite this they're faced up with a challenge of not having proper career guidance with these challenges that the system is experiencing in this regard.
- Funding to travel to the learning sites is unavailable and that the DBE has not made any provisions for such arrangements.
- Roles and responsibilities have not been clearly clarified between the DBE and the PED relating to the appointment and payment of teachers. This should be the responsibility of the PED
- Even though DBE receives broadcasting sponsorships from Vodacom and other sponsors at no cost on all the network issues countrwide, DBE still haven't included the costs on the programme as they will have challenges when they pull out of the contract. However, Arrangements have not been made in cases where the donors might pull out i.e. in providing with Multimedia broadcasting solution, Mindset content through openview, self study via internet) vodacom centres / teacher centres, libraries etc
- Maintenance of these systems that are sponsored is not budgeted for in case the service providers pull out of the contract.

- Duplication of efforts in terms of roles and responsibilities is noted between national youth development agency, DHET and DBE.
- Broadcasting will only be on selected subjects despite a high failure in most of the subjects. It is not clear why it'll only be selected subjects for the broadcasting.
- Learners that wrote the 2014 and 2015 NSC examinations will be taught using the CAPS curriculum and will write in October/November 2016 as part time candidates, this will pose a challenge for those learners that failed the matric prior the implementation of the CAPS programme and also the adult learners progressed through the ABET programme. However learners that wrote the SC prior to 2014 will be taught using the Senior Certificate curriculum and will write in June (DHET) – intense discussions are required between the two departments.
- Challenges as highlighted on the problem statement i.e. high failure rate of learners that qualified for the supplementary examinations have not been addressed in the sense that adequate resources are not made available as such progressed learners are struggling to pass the national senior certificate. However educators from the well resourced schools should be utilised in the schools that they are based at to provide mentorship and individual support and attention.
- Due to limited support in certain districts that will be provided some of the learners will write the examination some learners who registered to write for the supplementary exams fall within the cracks as they do not write the exams.
- It is clear that DBE caters mainly for where the bulk of learners reside and those additional learners through the programme's technology and electronic media activities, however transport consideration is not made to accommodate learners that come from afar as most of these learners come from the impoverished backgrounds
- Learners will be provided with LTSM including textbooks, however currently the retrieval rate of textbooks for those that are full time is poor at about 22 per cent.
- There is not much difference between matric second chance programme, and how the schooling system work in the sense that learners are not provide with an additional resources to assist them in passing the national senior certificate. allocated makes no learner contact

- The package (face-to-face, electronic/ print) will be a blended approach will cater for the various learners needs.
- The demand for the face to face programme is the one that is clear in terms of the number of learners that will be registered for the programme. It is then assumed that all those that will not be catered for on the face to face will be catered for on the broadcasting programme and that there is no actual quantification.
- Efforts by DBE to assist learners registered for supplementary examinations fell short of the expected levels because of the unavailability of data relating to the number of candidates, subjects involved and districts where resources are needed.
- Finally, this was not communicated in advance to learners writing supplementary examinations. To improve communication, an advocacy strategy should be developed together with the Communications department in the DBE, PED, District and at a school level to sensitise people about learner qualifications improvement programme for all learners who have failed matric. Furthermore, qualified unemployed teachers should also be recruited to work in the centres that will provide second chance NSC to learners.

9. Logframe discussion

The Department of Basic Education is a concurrent function in Government. As the sectoral departments whose functions are of delivery requires realignment in order to strengthen and deepen functions and to enable the entire system to be managed efficiently, the National Department has put in place Norms and Standards for all programmes and services for the sector. These norms are not yet developed in some areas of the system, and this makes it difficult to hold provinces accountable for poor delivery or lack thereof.

The intended outcome of the programme is to increase the number of learners eligible for university or TVET entrance, increase number of learners passing matric through the face to face programme as well as those participating in the programme through the broadcasting. However there is no sufficient data to evaluate the matric second chance performance.

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10. Savings and trade offs

Face to face is cost effective rather than the broadcasting where there will be efficiency gains in doing better with less. Savings will be realised when the department meets with other relevant role players that are responsible for the programme i.e. NYDA to share resources.

11. Conclusion

Based on the analysis of the matric second chance programme, it appears that not much thought has been put to the conceptualisation of the programme before piloting and implementing. The following was not considered:

- Budget bid for EPWP should be requested for the payment of the educator volunteers.
- Clear roles and responsibilities between all relevant stakeholders should be established.
- No proper costing done before the implementation of the programme
- Demand levels are higher compared to what the DBE is provided and that is attributed to limited resources available.

APPENDIX 1

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Final Outcome	Improved quality of basic education		
Indicator	Percentage of learners passing their National Senior Certificate through the second chance programme		
Frequency	Annual		
Source of data	National senior certificate		
Intermediate Outcome	Increased learners completing matric		
Indicator	Number of learners eligible for university or TVET entrance		
Frequency	Annual		
Source of data	National senior certificate		
Immediate Outcome	Increase completion rate as a rate of enrolments	Adequately prepared learners for higher learning and employment	Increase uptake of the second chance programme
Indicator	Number of learners passing matric through the second chance programme	Number and % of learners that received a university entrance	Number of learners registered for the programme
Frequency	Annual	Annual	Annual
Source of data	National senior certificate	National senior certificate	National senior certificate
Final Output	Developed a costed implementation plan	Educators and learners are trained	LTSM printed and distributed
Indicator	Timeous approval of the costed implementation plan	Average cost of educator's training, Average cost of training per learner	number of schools in a district that implemented the second chance programme successfully
Frequency	Annual	Annual	Annual
Source of data	DBE website	DBE website	DBE website
Intermediate outputs	Approved framework and a costed implementation plan	Face to face and broadcasting LTSM, selfstudy curriculum is developed	Timeous printing and distribution of LTSM and other resources
Indicator	Framework approved by the Director General	second chance programme curriculum developed on time	Average cost of LTSM and resource packs distributed per learner per subject, Number of resource packs distributed to selected schools and learning sites in district
Frequency	DBE	DBE	DBE
Source of data	DBE website	DBE website	BAS
Activities	Advocate for the second chance programme	Develop communication strategy	
Indicator	Number of advocacy campaigns conducted, Average cost of the advocacy programme	communication strategy developed	
Frequency	As needed	As needed	
Source of data	DBE website	DBE website	
Activities	Develop a costed implementation plan and determine funding	Advertise and create awareness of the programme	
Indicator	Costed implementation plan developed	matric second chance programme advertised on time	
Frequency	As needed	Annual	
Source of data	DBE website	BAS	
Activities	Approval of a policy framework by the DG	Development, produce appropriate broadcast	Distribution of LTSM and resources packs
Indicator	Timeous approval of a matric second chance framework	Number of training programmes delivered per district	Average distribution costs per, Number of resource packs distributed to selected schools and learning sites in district
Frequency	As needed	Monthly	
Source of data	DBE website	Districts	
Activities	Develop a matric second chance framework	Develop face to face LTSM, selfstudy, textbooks curriculum	Printing of LTSM and resource packs
Indicator	Timeous development of a matric second chance framework	Approved training programme	Average cost of LTSM and resource packs printed per learner per subject, Number of resource packs printed to selected schools and learning sites in district
Frequency		As needed	
Source of data	DBE website	DBE website	
Activities	Define the problem statement	Develop curriculum for training programme	Analyse provincial business plans
Indicator	Problem statement properly defined	Approved training programme	No of learners against Actual versus budgeted expenditure
Frequency		As needed	As needed
Source of data	DBE website	DBE website	DBE website
Inputs			
Performance indicator	Personnel	Personnel, funding, learning sites, LTSM	Training material, trainers
Frequency			
Programme elements	Develop policy framework	Educators and equipping learners to pass matric	Training of teachers and in turn providing training to learners

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Final Outcome	Improved quality of basic education		
Indicator	Percentage of learners passing their National Senior Certificate through the second chance programme		
Frequency	Annual		
Source of data	Umalusi matric results		
Intermediate Outcome	Increased learners completing matric		
Indicator	Number of learners eligible for university of TVET entrance		
Frequency	Annual		
Source of data	National senior certificate		
Intermediate Outcome	Increased learners completing matric	Increase uptake of the matric second chance programme	
Indicator	Number of learners passing matric through the second chance programme	Number of learners registered for the programme	
Frequency	Annual	Annual	
Source of data	National senior certificate	Survey	Survey
Final Output	Timeous delivery of LTSM to learning sites	Sourcing of qualified educators from best performing schools	
Indicator	Number of LTSM received	Number of educators appointed for the second chance programme	
Frequency	Annual	Annual	
Source of data	EMIS	Persal	
Intermediate outputs	Timeous placement of LTSM and other resources	Timeous delivery of LTSM and other resources	
Indicator	Number of LTSM placed per subject	Number of LTSM delivery	
Frequency	Annual	Annual	
Source of data	EMIS	EMIS	
Activities	Placement of LTSM orders	Management of distribution to districts and learning sites as well as retrieval of LTSM	
Indicator	Number of LTSM placed per subject	Number of textbooks distributed to learning sites against received	
Frequency	Annual	Annual	
Source of data	EMIS	EMIS	
Activities	Determine list of required resources	Management of retrieval of LTSM	
Indicator	Total number of learners registered in each district	Number of textbooks retrieved from learners against received	
Frequency	Annual	Annual	
Source of data	EMIS	EMIS	
Activities	Identification of districts and venues for face to face classes and broadcast venues	Qualified educators are sourced from well performing schools in the district	
Indicator	Number of learning sites identified in each district	Number of teachers appointed for each subject	
Frequency	Annual	DBE	
Source of data	EMIS	DBE website	
Activities	Advertise and create awareness of the programme	Monitoring and support of the programme	
Indicator	number of learners recruited for the programme	Number of site visits undertaken	
Frequency	Annual	Annual	
Source of data	EMIS	EMIS	
Activities	Develop communication strategy		
Indicator	communication strategy developed		
Frequency	As needed		
Source of data	DBE website		
Activities	Develop a provincial framework		
Indicator	Timeous development of a matric second chance framework		
Frequency	Annual		
Source of data	DBE website		
Inputs			
Performance indicator	Personnel	Educators and equipping learners to pass matric	Training of teachers and in turn providing training to learners
Frequency			
Programme elements	Develop policy framework	Educators and equipping learners to pass matric	Training of teachers and in turn providing training to learners

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Final Outcome		Reduced unemployment					
Indicator	Percentage of learners passing their National Senior Certificate						
Frequency	Annual						
Source of data	National senior certificate						
Intermediate Outcome		Increased graduates					
Indicator	Number of learners eligible for university entrants						
Frequency	Annual						
Source of data	National senior certificate						
Intermediate Outcome		More learners enrol in universities or TVET					
Indicator	Number and % of learners that received a university entrance						
Frequency	Annual						
Source of data	National senior certificate						
Final Output		District receives results and disseminate to learners					
Indicator	Number of learners passed the matric second chance against those that wrote the exams, Number of learners that passed matric for the first time through the second chance programme						
Frequency	Annual						
Source of data	National senior certificate						
Intermediate outputs		Best performing educators are used in the second chance programme		Learners receive LSTM material on time		Exams taken by students	
Indicator	Number of teachers appointed for each subject per venue		Proportion of learner teacher ratio through the face to face programme		Proportion of learners that sit for exams against those that are registered		
Frequency	As needed		As needed		As needed		
Source of data	EMIS		EMIS		EMIS		
Activities	Develop administration plan for second chance learners		Distribute of LSTM to schools according to plan		Learners sit for exams		
Indicator	Management and administration plan developed on time		Number of learning and school sites receiving LSTM per subject		Number of students sitting for exams		
Frequency	As needed		As needed		As needed		
Source of data	EMIS		EMIS		EMIS		
Activities	Identify schools as learning site and other learning sites		Roll out second chance programme through Face to Face engagements		Results are received by district		
Indicator	Number of schools and learning sites identified and sourced		Total hours spent on a face to face lessons		Results received on time		
Frequency	As needed		As needed		As needed		
Source of data	EMIS		EMIS		EMIS		
Activities	Register learners that qualify for the programme i.e. supplementary and progressed learners		Roll out second programme through broadcasting mechanism		Results are disseminated to learners		
Indicator	Number of registered learners		Number of learners attending broadcasting sessions		Results disseminated in a timely and appropriate manner		
Frequency	As needed		As needed		As needed		
Source of data	EMIS		EMIS		EMIS		
Activities	Identify and source educators for the matric second chance programme		Learners are trained		Post counselling of learners that did not make it		
Indicator	Total number of teachers appointed per learning site, Number of teachers appointed for each subject,		Number of learners attending classes		Number of learners that were provided with post counselling		
Frequency	Annual		As needed		As needed		
Source of data	Persal		EMIS		EMIS		
Inputs							
Performance indicator	Personnel		Educators and equipping learners to pass matric		Training of teachers and in turn providing training to learners		
Frequency							
Programme elements	Develop policy framework		Educators and equipping learners to pass matric		Training of teachers and in turn providing training to learners		

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Final Outcome	Improved quality of basic education		
Indicator	Percentage of learners passing their National Senior Certificate		
Frequency	Annual		
Source of data	Education Management Information Systems		
Intermediate Outcome	Increased learners completing matric		
Indicator	Number of learners eligible for university entrants		
Frequency	Annual		
Source of data	National senior certificate		
Intermediate Outcome	Matric results are received and disseminated to learners by the District		
Indicator	Number of learners that passed matric through the second chance programme		
Frequency	Annual		
Source of data	National senior certificate		
Final Output	Learners sit for exams		
Indicator	Proportion of learners that sit for exams against those that are registered		
Frequency	Annual		
Source of data	National senior certificate		
Intermediate outputs	Learners issued with LTSM and study guides resources	Learners sit for examinations (Follow exam regulations)	Training of educators
Indicator	Number of learners receiving LTSM per subject	Proportion of learner teacher ratio through the face to face programme	Number of teachers trained and developed for the programme
Frequency	DBE	PEDs	PEDs
Source of data	DBE website	Districts	Districts
Activities	Career guidance and development	Training and support taking place	
Indicator	Proportion of learners provided with psychological and career guidance support	Number of learners attending classes	
Frequency	Annual	As needed	
Source of data	Reports	EMIS	
Activities	Direct learning taking place at school sites	Monitor and evaluation of the programme	
Indicator	Number of learning sites in each district	Number of site visits undertaken	
Frequency	As needed	Annual	
Source of data	EMIS	EMIS	
Activities	Learners issued with LTSM and study guides resources	Learners sit for exams	
Indicator	Number of learners receiving LTSM per subject	Number of students sitting for exams	
Frequency	Annual	Annual	
Source of data	Report	National senior certificate	
Activities	Training of educators on the programme		
Indicator	Number of educators trained on the second chance programme		
Frequency	As Required		
Source of data	EMIS		
Activities	Registration of learners at selected venues of learners that qualify for the programme i.e. supplementary and progressed learners		
Indicator	Number of registered learners for the second chance programme		
Frequency	Annual		
	EMIS		
Inputs			
Performance indicator	Personnel	Educators and equipping learners to pass matric	Training of teachers and in turn providing training to learners
Frequency			
Programme elements	Develop policy framework	Educators and equipping learners to pass matric	Training of teachers and in turn providing training to learners

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Appendix 2

Subject Description	Total Entered	Total Wrote	Number not Achieved	% not Achieved
Mathematics	229 888	225 458	104 924	46.5
Life Sciences	289 488	284 298	74 512	26.2
Physical Sciences	170 857	167 997	64 644	38.5
Mathematical Literacy	318 315	312 054	49 556	15.9
Business Studies	211 601	207 659	45 931	22.1
Geography	240 490	236 051	44 084	18.7
Economics	140 435	137 478	42 694	31.1
Accounting	128 367	125 987	40 300	32.0
History	118 202	115 686	15 863	13.7
Agricultural Sciences	79 835	78 063	13 576	17.4
English First Additional Language	441 599	432 933	9 798	2.3
Afrikaans First Additional Language	83 521	82 649	5 793	7.0
Computer Applications Technology	41 505	40 910	3 531	8.6
Tourism	118 699	116 179	2 933	2.5
Life Orientation	548 240	542 956	2 145	0.4
Engineering Graphics and Design	26 760	26 540	1 606	6.1
Consumer Studies	39 350	38 511	691	1.8
Afrikaans Second Additional Language	18 921	18 696	571	3.1
English Home Language	106 616	105 480	494	0.5
Physical Sciences	27 106	17 530	15 666	89.4
Mathematics	30 172	19 131	15 209	79.5
Life Sciences	23 200	15 231	13 653	89.6
Economics	16 582	13 873	12 668	91.3

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Geography	16 247	10 697	10 160	95.0
Business Studies	17 366	12 988	8 720	67.1
Mathematical Literacy	14 336	9 169	7 767	84.7
Accounting	10 120	7 186	6 554	91.2
Agricultural Sciences	3 916	2 701	2 492	92.3
History	5 642	3 644	2 443	67.0
English First Additional Language	4 330	2 716	793	29.2
Afrikaans First Additional Language	1 159	893	547	61.3
Computer Applications Technology	908	599	476	79.5
Tourism	809	447	248	55.5
Engineering Graphics and Design	502	361	234	64.8
English Home Language	3 225	2 569	152	5.9
Consumer Studies	284	186	86	46.2

Unemployed and temporary educators breakdown per province

Province	Unemployed educators	Temporary educators
Eastern Cape	155	1 185
Free State	75	900
Gauteng	565	6 141
KwaZulu-Natal	251	11 101
Limpopo	1 050	273
Mpumalanga	104	2 004
North West	18	1 680
Northern Cape	1	1 647
Western Cape	38	1 587
Grand Total	2 257	26 518

Sources: *National Recruitment Database: Number of unemployed educators,
 *Temporary Educators per Province: PERSAL Employee Information SCC 28
 February 2015

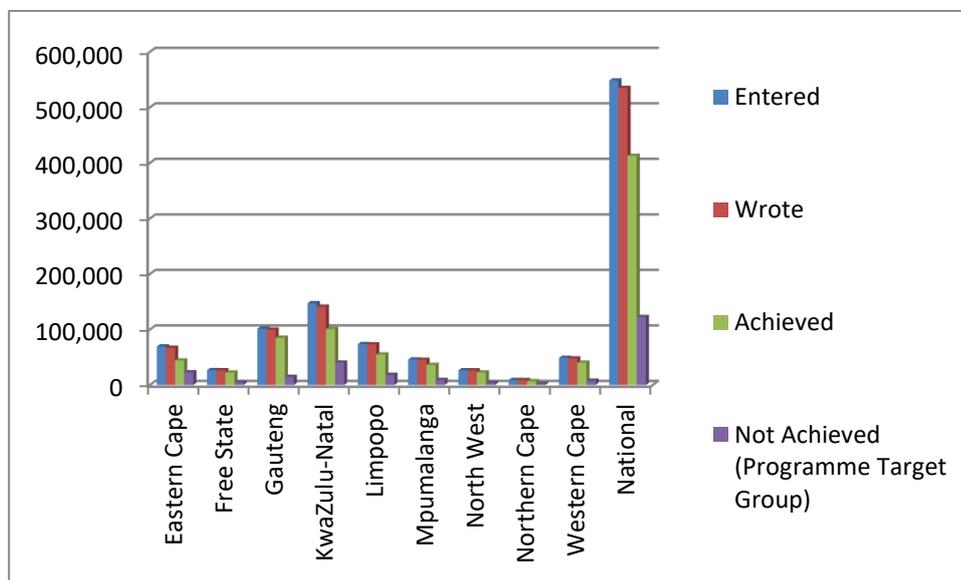
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National Senior Certificate (NSC) results including supplementary exams

Province Name	Entered	Wrote	Achieved	Not Achieved (Programme Target Group)	% Achieved
Eastern Cape	69 310	66 831	44 060	22 771	65.9%
Free State	26 756	26 515	22 382	4 133	84.4%
Gauteng	101 310	99 656	85 042	14 614	85.3%
KwaZulu-Natal	147 351	140 960	100 695	40 265	71.4%
Limpopo	73 543	73 062	54 774	18 288	75.0%
Mpumalanga	45 919	45 117	36 187	8 930	80.2%
North West	26 398	26 129	22 465	3 664	86.0%
Northern Cape	8 951	8 815	6 933	1 882	78.7%
Western Cape	48 835	47 867	40 068	7 799	83.7%
National	548 373	534 952	412 606	122 346	77.1%

Source: DBE, NSC database, 2015



Number of NSC Supplementary candidates not achieved by Subject, 2015

Source: DBE, NSC database, 2015

Full time candidates that wrote supplementary examinations.

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Province	Total number of full-time candidates that enrolled and wrote the 2014 Supplementary examinations				Total number of full-time candidates that enrolled and wrote the 2015 Supplementary examinations			
	Enrolled (E)	Wrote (W)	Difference (E-W)		Enrolled (E)	Wrote (W)	Difference (E-W)	
	No.	No.	No.	%	No.	No.	No.	%
Eastern Cape	17 146	10 690	6 456	37.7	16 349	10 190	6 159	37.7
Free State	2 661	1 953	708	26.6	3 920	3 184	736	18.8
Gauteng	9 978	8 154	1 824	18.3	12 111	10 215	1 896	15.7
KwaZulu-Natal	22 636	15 518	7 118	31.4	28 140	17 850	10 290	36.6
Limpopo	14 613	13 148	1 465	10.0	11 443	10 341	1 102	9.6
Mpumalanga	7 883	5 917	1 966	24.9	6 635	5 110	1 525	23.0
North West	2 598	2 167	431	16.6	3 003	2 495	508	16.9
Northern Cape	2 074	1 600	474	22.9	1 693	1 381	312	18.4
Western Cape	8 579	6 961	1 618	18.9	7 095	5 538	1 557	21.9
National	88 168	66 108	22 060	25.0	90 389	66 304	24 085	26.6

Source Department of Basic Education (DBE), 2015

Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015
Targeted learners who failed matric within the past 5 Years	Targeted learners who failed matric within the past 2 Years	Targeted learners who failed matric within the past 2 Years	Targeted learners who have failed matric within the past 2 Years	Targeted young people who failed matric within the past 3 Years

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Number enrolled	2039	3040	3168	3 498	4 443
Ave pass rate	47%	73%	77%	45.8%	TBC

Source National Youth Development Agency (NYDA)

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