



# Performance Audit of Early Childhood Development (Grade R) at the Department of Basic Education

## Objectives, Criteria and Researchable questions

### Audit Objectives

To determine:

- Whether there are policies and guidelines in place that clearly explain the objectives of Early Childhood Development (ECD).
- Whether the policy and guidelines are implemented in line with the objectives as per the roles and responsibilities delegated to the various role players.
- If the policies and guidelines have been timeously communicated to the role players in a manner that is understandable and will ensure a consistent approach in achievement of the ECD goals.
- If the policies and guidelines provide for the distribution of funding in line with the objectives of the program and are there sufficient and reliable information available to support this basis.
- If there is awareness created in all urban and rural areas of the ECD program and the importance of learners attending Grade R by the role players.
- If parents have the financial means to enroll and send their children to Grade R classes.
- If there are sufficient ECD educators appointed at the schools to be able to monitor the learners and provide individual attention.
- Whether the ECD educators are properly qualified as required in terms of the National Qualification Framework (NQF).
- Whether the ECD educators trained in standardised teaching specific techniques and the prescribed curriculum framework.
- Whether the ECD educators are retained to justify the investment in training and are they duly remunerated for their work.
- Whether there are adequate teachers, prescribed learner material, necessary nutrition and other facilities (stationery and books, playing material, computers etc.) available at the

beginning of the school year, which provide a conducive environment for young learners in grade R.

- If the budget supports the strategic objective of the ECD program with regards to the quality of practitioners, access to basic human needs and ECD infrastructure.
- If the school personnel, principal and educators have access to the information system.
- If school personnel, principal and educators are trained on how to gather and import educator, learner and school performance information into the system.
- If the progress of Grade R learners, the involvement of the community, the family subsidy information, the implementation of policy and guidelines and the implementation of ECD in schools monitored through the information systems.
- If the continuous evaluation and monitoring to identified absenteeism, non performance and areas of concern and are corrective actions implemented to address identified problem areas  
-if not, what are the reasons, extent and the effects thereof.

## Audit Criteria

- The department should have minimum standards and guidelines available for the registration of ECD service providers supported by a framework of operational objectives and targets for implementation.
- Collaborative strategies and programmes with social partners in ECD should be in place as a means to ensure the coordinated and integrated development of young children from birth to age 9.
- The various ECD role players should implement the policies and guidelines in line with the objectives, guidelines and policies in a consistent manner.
- A national and provincial plan/ strategy/ provincial strategic plan for ECD- Grade R should be in place which defines the objectives and deliverable outcomes for ECD – Grade R.
- The National and Provincial Department of Basic Education should have in place a ‘roll-out plan’ stating which schools receive Government funding for Grade R in the next school year. (This roll-out plan should be made available to the public, so that everyone can see which schools operate Grade R).
- Adequate funds and resources should be budgeted and equally distributed to support the objectives of ECD services.
- A strategy should be in place to give all children aged 5 access to reception year (grade R) programmes in which they are given adequate opportunities to develop to their fullest potential.
- Available resources should be utilized optimally and existing services should be strengthened and expanded.

- Mechanisms should be in place to monitor the professional registration of ECD practitioners/educators and the requirement that they be registered with the South African Council of Educators.
- An accreditation system should be in place for trainers of ECD practitioners/educators.
- Written guidelines, including procedures as well as supporting documentation, should be available to support ECD practitioners/educators (grade R) with the implementation of the curriculum.
- An effective system should be in place to monitor and evaluate the quality of systems of E.

## Researchable questions

1.	Are there policies and guidelines in place that clearly explain the objectives of ECD (Grade R), how to achieve the objectives and what the roles and responsibilities are of the various role players?	
	<p><b>National:</b></p> <p>Are there policies and guidelines in place that clearly explain the objectives of ECD (Grade R), how to achieve the objectives and what the roles and responsibilities are of the various role players?</p>	<p><b>Provincial:</b></p> <p>Are there provincial plans in place that clearly explain the objectives of ECD (Grade R) , how to implement the objectives and what the roles and responsibilities are of the various role players? Are these plans consistent with the policies and guidelines? Does department monitor the implementation of the policies and guidelines?</p>
2.	Were the policies and guidelines timeously communicated to the role players to ensure a consistent approach in achievement of the ECD (Grade R) goals?	
	<p><b>National:</b></p> <p>Were the policies and guidelines timeously communicated to the provinces and role players to ensure a consistent approach in achievement of the ECD (Grade R) goals?</p>	<p><b>Provincial:</b></p> <p>Were the policies and guidelines timeously communicated to the districts and provincial role players to ensure a consistent approach in achievement of the ECD (Grade R) goals?</p>
3.	Do the policies and guidelines provide for the distribution of funding in line with the objectives of the programme and are there sufficient and reliable information available to support this basis?	
	<p><b>National:</b></p> <p>Do the policies and guidelines provide for the distribution of funding in line with the objectives of the programme and are there sufficient and reliable information available to support this basis? Does the department monitor the distribution of funding in line with the objective of the programme?</p>	<p><b>Provincial:</b></p> <p>Were funds distributed in accordance with the national policy and guidelines and in line with the objectives of the programme? Was sufficient and reliable information available to support this basis and were this provided to districts and schools?</p>

4.	Is awareness created in all urban and rural areas of the ECD (Grade R) programme and the importance of learners attending Grade R?	
	<p><b>National:</b></p> <p>Does national department provide guidelines on how to create awareness about the ECD (Grade R)/Grade R learning? Does the national department receive feedback from provinces of any marketing or advertising relating to grade R awareness? Does the national department monitor whether provincial departments create awareness of Grade R in the community?</p>	<p><b>Provincial:</b></p> <p>Is there a system for the creation of awareness about the importance of ECD (Grade R) at community, school, center and parent level? Is this awareness consistent with the National messages?</p>
5.	Are there sufficient and appropriate ECD (Grade R) practitioners appointed at the schools to be able to educate the learners	
	<p><b>National:</b></p> <p>Does the national department provide guidelines to assist the provincial departments with establishing posts, recruiting sufficient and appropriate Grade R practitioners, including job descriptions, required qualifications/skills and remuneration principles? Does the department monitor compliance to these guidelines and react on deviations?</p>	<p><b>Provincial:</b></p> <p>Do provincial departments adhere to the policy and guidance provided by national in terms of the skills and numbers of ECD (Grade R) practitioners appointed? Do they have a system in place and do they monitor deviations and implement corrective action to ensure ECD (Grade R) goals are achieved?</p>
6.	Are there adequate prescribed learner material (stationary and books, playing material, computers etc), necessary nutrition and other facilities available at the beginning of the school year, which provide a conducive environment for young learners in Grade R?	
	<p><b>National:</b></p> <p>Does the national department timeously prescribe or guide the provincial department on what is adequate prescribed learner material (LTSM) (indoor and outdoor), necessary nutrition and other facilities and is it made available timely in instances where national department are responsible? Does the department monitor the supply of LTSM, nutrition etc to Grade R classes by the provincial department?</p>	<p><b>Provincial:</b></p> <p>Are the prescribed learner material (stationary and books, playing material, computers etc), nutrition and other facilities available at the beginning of the school year, which provide a conducive environment for young learners in Grade R? Does the province have systems in place to ensure that the schools procure appropriate LTSM for Grade R learners and monitor the implementation and utilisation?</p>
7.	Do the budgets support the strategic objectives of the ECD (Grade R) programme with regard to the quality of practitioners, access to basic human needs and ECD (Grade R) infrastructure?	
	<p><b>National:</b></p> <p>Does the department have policies/guidelines and specifications to assist provinces in establishing the required infrastructure? Does the national department monitor the allocation of subsidies by the provinces to ensure that subsidies are used for</p>	<p><b>Provincial:</b></p> <p>Does the budget support the strategic objectives of the ECD (Grade R) programme with regard to the quality of practitioners, access to basic human needs and ECD (Grade R) infrastructure?</p>

	the intended purpose?	
8.	Do the school personnel, principal and the practitioners have access to the information systems (EMIS & IQMS) and are they trained on how to gather and import educator, learner and school performance information into the systems?	
	<p><b>National:</b></p> <p>Does the national department monitor the relevance and accuracy of information captured on information systems by the provinces and is this information used by national department?</p>	<p><b>Provincial:</b></p> <p>Does the province have guidelines for personnel at schools and community-based sites to gather information as required by EMIS and IQMS? Do the school personnel, principal and the practitioners have access to the information systems and are they trained on how to gather and import educator, learner and school performance information into the systems? Does the province ensure that all Grade R programmes supply the information as required by EMIS and IQMS?</p>
9.	Is the progress of Grade R learners, the involvement of the community, the family subsidy information, the implementation of the policy and guidelines, and the implementation of ECD (Grade R) in schools monitored through the information systems and evaluated continuously to identify absenteeism, non-performance and areas of concern and are corrective actions implemented to address identified problem areas?	
	<p><b>National:</b></p> <p>Does the national department use the information contained in the information systems to monitor and evaluate the performance of the province? Does the department take corrective actions to address problems areas identified?</p>	<p><b>Provincial:</b></p> <p>Is the progress of Grade R learners, the involvement of the community, the family subsidy information, the implementation of the policy and guidelines, and the implementation of ECD (Grade R) in schools monitored through the information systems and evaluated to identify absenteeism, non-performance and areas of concern? Are corrective actions implemented to address identified problem areas?</p>