



STRATEGIC PLAN

for the department of education
(2004-2006)

Working together to build a
South African education
and training system for
the 21st century.





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**STATEMENT BY THE MINISTER OF EDUCATION
PROFESSOR KADER ASMAL, MP**

As we celebrate ten years of freedom, we pause to take stock of our achievements and to formulate our strategy for the first half of the next decade of freedom. We take great pride in the fundamental transformation of our education and training system, which has made a significant contribution to the extension of the frontiers of human fulfilment and freedom.

In the past ten years, our people have seen great progress in the provision of access to quality education for all. In this regard, the Government dismantled the racially and ethnically segregated education departments and created a new single education and training system; developed new curricula to suit the needs of a post-apartheid society in the twenty-first century; enhanced the quality of learning and teaching; improved the qualifications of thousands of unqualified and under-qualified teachers; entrenched the values of our Constitution through the Values in Education programme; developed a framework for improving access to basic quality education for the poor; eliminated the phenomenon of children physically learning under trees; introduced democratic participation in school gover-

nance; restructured the Further Education and Training college sector in order to accelerate the development of medium- and high-level skills; provided loans and scholarships for poor students to enter higher education; and reconfigured higher education institutions and programmes.

These remarkable achievements are an illustration of the Government's determination to build a better life for all our people. As we enter the second decade of freedom, we have to sustain our efforts through consolidating our achievements and addressing the key challenges that still face our education system.

The first challenge we face in the next five years is the implementation of our Plan of Action to improve basic quality education for all. This includes the abolition of school fees for the poorest 40% of schools, making school uniforms affordable for all our children, and ensuring that lack of transport to school does not act as a barrier to free quality education for the poorest of our children.

Secondly, we face the challenge of dealing decisively with overcrowding in many of our classrooms and eliminating the situation of students learning under unsafe and unsuitable conditions. We will achieve this goal through our sustained programme of building and renovating classrooms.

Thirdly, we will also mitigate the spread of HIV and AIDS through a comprehensive strategy focusing on health education and life skills development. We will do so in conjunction with other Government initiatives to fight the HIV/AIDS pandemic.

The fourth challenge we still face is improving access to quality education to students with special educational needs. While our ultimate aim is to build an inclusive system which will integrate students with special educational needs into mainstream classrooms, in the short-to medium-term we have to ensure that we provide enough special schools and teachers, especially for severely disabled children.

Fifthly, we are faced with the challenge of developing scarce skills needed for social and economic development. In order to meet this



goal, we must increase the number of students passing Grade 12 with Mathematics and Science, provide greater access to information and communication technology, increase the number of students enrolling at our public FET colleges, and improve participation and retention rates in adult education programmes and learnerships.

The sixth challenge we face is to successfully implement the new curricula for grades R to 9 and for grades 10 to 12. In that way, we shall significantly strengthen outcomes-based education and ensure that apartheid education is finally consigned to history.

The seventh challenge we face is to consolidate our Values in Education programme. Our goal of developing well-rounded and responsible citizens who uphold the values of democracy, human dignity, human rights and ubuntu will continue to be one of our priorities in the next decade of freedom.

The eighth challenge we face is the consolidation of quality teaching and learning through ensuring that no teacher is under-qualified by the end of the second decade of freedom. The implementation of the Integrated Quality Management System, including Whole School Evaluation, forms an important part of this programme.

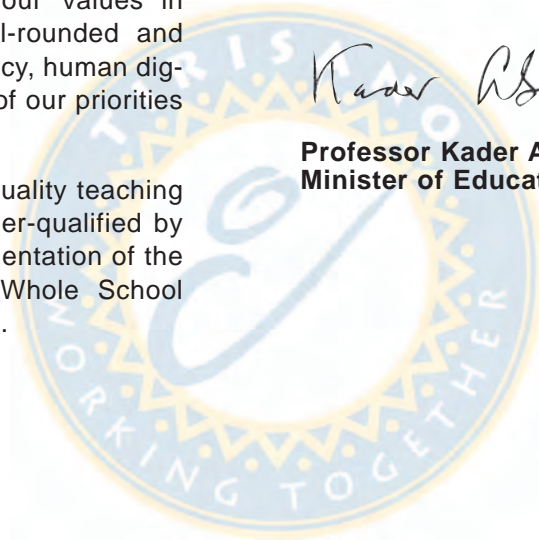
Finally, now that we have a comprehensive national plan for higher education, what remains to be done is implementing the plan in earnest, including taking to its logical conclusion the process of merging the current 36 institutions into 21 new institutions, and the transformation of academic programmes.

I would therefore like to commend this Strategic Plan for 2004 - 2006 to Parliament and to the people of South Africa, and to invite all sectors of society to join us as we work together in the spirit of *Tirisano* to build an education and training system for the twenty-first century.



Kader Asmal

Professor Kader Asmal, MP
Minister of Education



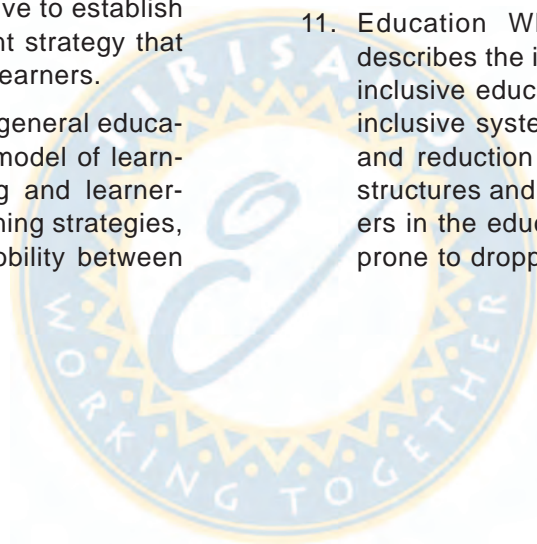
LEGISLATIVE MANDATES

Since 1994, a number of policies have been implemented and legislation promulgated to create a framework for transformation in education and training. A summary of key policies and legislation follows:

1. The SA Constitution (1996) which requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all with the provision that everyone has the right to basic education, including adult basic education. The fundamental policy framework of the Ministry of Education is stated in the Ministry's first White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System (February, 1995). This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiation and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
2. The National Education Policy Act (NEPA) (1996), was designed to inscribe in law policies, as well as the legislative and monitoring responsibilities of the Minister of Education, and to formalise relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums to collaborate in developing a new education system. As such, it provides for the formulation of national policies in general and further education and training for, inter alia, curriculum, assessment, language policy, as well as quality assurance. NEPA embodies the principle of co-operative governance, elaborated upon in Schedule Three of the Constitution.
3. The South African Schools Act (SASA) (1996) promotes access, quality and democratic governance in the schooling system. It ensures that all learners have right of access to quality education without discrimination, and makes schooling compulsory for children aged 7 to 14. It provides for two types of schools — independent schools and public schools. The provision in the Act for democratic school governance through school governing bodies, is now in place in public schools country-wide. The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system.
4. The Further Education and Training Act (1998), Education White Paper 4 on Further Education and Training (1998), and the National Strategy for Further Education and Training (1999-2001). The latter provides the basis for the development of a nationally co-ordinated further education and training system, comprising the senior secondary component of schooling and Further Education and Training colleges. It requires further education and training institutions, established in terms of the new legislation, to develop institutional plans, while making provision for programmes-based funding and a national curriculum for learning and teaching.
5. The Higher Education Act (1997), makes provision for a unified and nationally planned system of higher education. It furthermore gave the green light for a statutory Council on Higher Education (CHE), which advises the Minister, while being responsible for quality assurance and promotion. The Higher Education Act and Education White Paper 3 on Higher Education (1999), formed the basis for the transformation of the higher education sector via an institutional planning and budgeting framework. This culminated in the National Plan for Higher Education in 2001.
6. A whole spectrum of legislation, including the Employment of Educators Act (1998), to regulate professional, moral and ethical responsibilities of educators, as well as competency requirements for teachers. The historically divided teaching force is now governed by one act of Parliament and one professional council — the South African Council of Educators (SACE).



7. The Adult Basic Education and Training Act (2000), provides for the establishment of public and private adult learning centres, funding for ABET, the governance of public centres, as well as quality assurance mechanisms for this sector.
8. The South African Qualifications Authority (SAQA) Act (1995), that provides for the establishment of the National Qualifications Framework (NQF), which forms the scaffolding for a national learning system that integrates education and training at all levels (see Appendix). The joint launch of the Human Resources Development Strategy by the Minister of Labour and the Minister of Education on 23 April 2001, reinforces the resolve to establish an integrated education, training and development strategy that will harness the potential of our young and adult learners.
9. Curriculum 2005 (C2005) embodies the vision for general education to move away from a racist, apartheid, rote model of learning and teaching, to a liberating, nation-building and learner-centred outcomes-based initiative. In line with training strategies, the reformulation is intended to allow greater mobility between different levels and between institutional sites, and to promote integration of knowledge and skills through learning pathways. Its assessment, qualifications, competency, and skills-based framework encourages the development of curriculum models that are aligned to the NQF in theory and practice.
10. The Education White Paper on Early Childhood Development (2000) provides for the expansion and full participation of 5-year-olds in pre-school reception grade education by 2010 as well as improvement in the quality of programmes, curricula and teacher development for 0-to 4-year-olds , and 6-to-9 year olds.
11. Education White Paper 6 on Inclusive Education (2001) describes the intent of the Department of Education to implement inclusive education at all levels in the system by 2020. Such an inclusive system will enable the inclusion of vulnerable learners and reduction of barriers to learning through targeted support structures and mechanisms which will improve retention of learners in the education system, particularly those learners who are prone to dropping out.



VISION, MISSION AND VALUES

VISION

Our vision is of a South Africa in which all our people will have access to lifelong learning education and training opportunities, which will in turn, contribute towards improving the quality of life and building a peaceful prosperous and democratic South Africa.

MISSION

Our mission is to provide leadership in the establishment of a South African education system for the 21st century.

VALUES

The Department of Education adheres to the following values:

People

Upholding the Constitution, being accountable to the Minister, the Government and the people of South Africa.

Excellence

Maintaining high standards of performance and professionalism by aiming for excellence in everything we do, including being fair, ethical and trustworthy in all that we do.

Teamwork

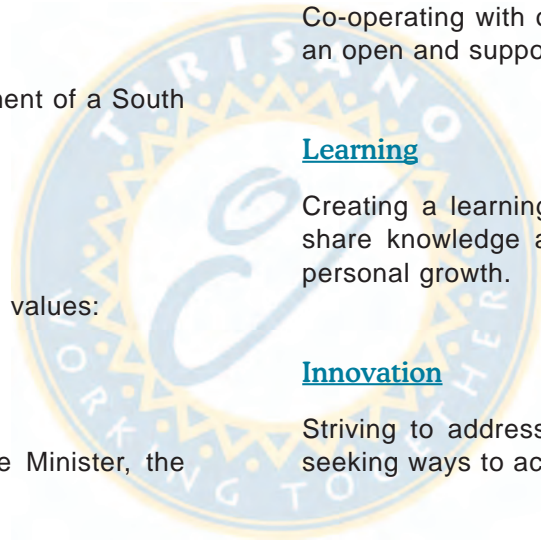
Co-operating with one another and with our partners in education in an open and supportive way to achieve shared goals.

Learning

Creating a learning organisation in which staff members seek and share knowledge and information, while committing themselves to personal growth.

Innovation

Striving to address the training needs for high-quality service and seeking ways to achieve our goals.





INTRODUCTION

The release of this Medium Term Expenditure Framework (MTEF) plan for 2004/2006, coincides with an important milestone in the history of South Africa. The year 2004 is the tenth anniversary of democracy. It is an opportune moment for the education system to rethink its broad thrust and its role in attaining the broad goals of government as we begin the second decade of freedom. We are also in the process of reviewing progress, achievements and challenges of the past decade while carving a trajectory that the system should follow between 2004 and 2014. This is a trajectory that leads towards the attainment of our vision of an education system where “all our people will have access to lifelong education and training”. We will be releasing an education sector-wide ten-year review in the near future as a critical step towards planning for the next five years.

A lot has been achieved since 1994, but the road that has to be travelled is still a long and arduous one considering the challenges that are still facing the education system. One of the major achievements of the education systems was the dismantling of the apartheid structures. This included the administrative structures that segregated learners, teachers, instructional delivery, provision of and allocation of resources along racial lines. Access to education by all children has improved significantly since 1994 and the system can now account for more than 95% of children of school-going age. The progressive allocation of resources means that the poorest learners receive a bigger share of non-personnel budget than was the case in 1994.

However, due to the depth of the effects of apartheid policies, there are cases where the issues that had to be addressed in 1994 and 1999 are still topical, even ten years after democracy. On that basis, the priorities for the next five years will include areas that have been a priority since 1994. We have therefore reconfigured some other priorities based on the assessment of where we are as a developmental state at the moment. The nine challenges outlined in the Minister’s

Statement will be in the radar of our agenda in the medium-term. Our agenda for the medium-term is also based on the emerging challenges that could come only with a maturing democracy.

Another significant achievement in the education systems is the positive response to the Department’s *Tirisano* programme that is aimed at mobilising communities, parents, schools as well as all Departments of Education to work together to improve the quality of education for all. The success is echoed by the positive response to the President’s call for working together, across all spheres of service delivery, as part of the *faranani, masakhane, letsema* and *vuk’uzenzele* campaigns. We will strengthen our *Tirisano* campaign by consolidating our current programmes and improving the pace of delivery where it has been slow. At the same time we are locating our revised programmes within the broad thrust of government priorities. In broad terms, government has prioritised the urban renewal and rural development programmes, the expanded public works programme, the expansion of micro-credit and small enterprises, the provision of adult basic education and modern skills, and the development of the social and economic infrastructure.

As priorities evolve, there are some issues that have remained priorities since 1994, but the emphasis shifts as the system matures. Adult Basic Education and Training and Literacy still remain a challenge. Even though the proportion of our people that can read and write is increasing, it is doing so at a very slow pace. The quality of matric passes also needs improvement. We have taken the system from pass rates that hovered around the 40% mark in 1994 to a point where more than 70% of matriculants pass the examination. That’s a significant achievement in a ten-year period, especially considering that the first year or two after 1994 were mostly used for consolidating a deeply fragmented system. Curriculum reforms have also not yet reached Grades 10 to 12. We are hopeful that the improvements recorded will reach greater heights with the roll-out of the National Curriculum Statements in Grades 10 to 12 as well the introduction of the Further Education and Training Certificate. Given all that, we have also seen a steady increase in participation rates in Mathematics,



Science and Technology and an increase in learner performance in these subjects. Emphasis for improvement will now shift towards ensuring that there are no such classifications as Lower, Standard or Higher Grade, because anecdotal evidence suggests that some schools are forcing learners to take these subjects at Lower Grades in order to boost their aggregate pass rates.

BROAD PRIORITIES FOR THE NEXT FIVE YEARS

In his statement of policy and intent in this document, the Minister of Education outlines nine major challenges that face the education system in the next five years. These challenges have been consolidated into five broad priorities, in line with priorities of Government's Social Cluster.

We will focus on dealing with poverty, ensuring that vulnerable children are not denied their right to basic education by their circumstances. We will also strengthen our interventions in the skills development arena from early childhood development to higher education, ensuring that all learners and students have equal access to opportunities for studying key subject areas. Quality education will also receive special focus and we will work together with teachers' unions, parents and school communities in ensuring the teaching and learning are of good quality. The issue of HIV and AIDS will be dealt with, within the broader context of a healthy nation. This will entail teaching learners and teachers the various possibilities of extending life for the already infected while pursuing the campaign to prevent the spread of HIV and AIDS. Nutrition plays a critical part in improving the health of learners, and, by extension their ability to learn. The National School Nutrition Programme will provide immediate relief for the poorest learners, while a long-term sustainable strategy is to focus on the development of food gardens in schools or surrounding communities. The development of our institutions, from schools, colleges and universities to district and provincial offices remains critical in delivering good quality education and will also remain a priority in the medium term.

1. Dealing with poverty

Costs of education to the poor. In its contribution to the poverty alleviation programme the Department of Education will increase its effort to reduce the financial burden of education to the poor. In 2003, the Department completed a study on the "Review of the Financing, Resourcing and Costs of Education in Public Schools" which found, amongst other things, that hidden costs such as lunches, transport and learning material were still creating a barrier for the poor to access education. The report also found that although there were legislative provisions in place to exempt the poor from paying fees, lack of capacity to monitor and deal with non-compliance meant the poor did not benefit from such provisions.

The beginning of 2004 and the next five years will see the implementation of the action plan derived from the review, and a series of other recommendations made by the study to give effect to the principle of free basic education for the poor. The 40% poorest schools will be encouraged not to charge fees at all and will have to seek permission from the Department if they wish to charge fees. Schools in the least poor 20% will be considered for compensation by the Department, on an individual basis, if 25% of their learners are from the poorest quintile.

The National School Nutrition Programme (NSNP) will be managed by the Department of Education in 2004, taking over the function from the Department of Health. In the first instance, the Department of Education will strive for a smooth transition as it takes over the function, to avoid an abrupt exclusion of learners who are already in the programme. However, the intention is to ensure that the programme is aligned to the resource targeting principle of the Norms and Standards for School Funding, which progressively allocates resources in favour of the poor. In essence, 60% of the poorest learners in Grades R to 7 – will receive a nutritious meal during school days. The programme is seen as part of the Government's Integrated Food Security Programme that promotes the establishment of food gardens in schools and communities as a sustainable means of



ensuring the health of our people. Therefore, as part of the NSNP, the Department will partner other organisations in the establishment of food gardens in schools, beginning with the poorest schools in nodal areas and extending to rural and township schools by 2006.

Rural education will also receive focused attention during the next five years in an attempt to ensure that learners in rural areas are not denied access to education because of their circumstances. An investigation into the feasibility of a public transport system catering for these learners will begin soon and the Department will work in collaboration with the Department of Transport in this regard. The use of bicycles, hostel facilities, and the provision of boarding allowances will also be considered as viable options in reducing access barriers in rural schools. Other conditions prevalent in rural areas that compromise the right that these children have to basic quality education will also be examined. They include multi-grade teaching where learners in different grades are taught in one room, lack of infrastructure and shortage of suitably qualified teachers.

A related issue is that of **vulnerable children or children in distress**. These include children that are in conflict with the law, those awaiting trial, street children and orphans. Through the Department's inclusive approach to dealing with children with special needs, all children in special circumstances will be accommodated in a manner that does not further ostracise them from society. Collaboration with other government departments and non-governmental agencies in this regard will be emphasised.

Another key initiative in dealing with poverty will be the Extended Public Works Programme. The Department has already approved a plan for the creation of 4 000 job opportunities for unemployed persons in integrated models of delivery for children from birth to 4 years as part of Early Childhood Development (ECD) programme. To ensure that we reach all children of Grade R age, the ECD programme relies heavily on community-based day-care centres. A massive programme of training community members as ECD facilitators is already under way and the spin-offs to job creation are substantial.

2. Focus on skills development

In responding to skills shortages in certain categories the Department will strengthen its **Maths and Science Project** in order to improve the output of mathematics and science Grade 12 graduates. We have already registered significant gains in participation rates and output rates in the fields of Mathematics and Science in Grade 1. In the next five years we will consolidate what we have been doing, but then strengthen our interventions by ensuring that we deepen and widen the reach of our Maths and Science Project. Strategies to recruit young people into the teaching profession to specialise in key subjects are already under way. The persistent undersupply of qualified mathematics and science teachers in certain areas of the country will receive top priority as a means of ensuring equitable access to quality education for all learners. The problem of insufficient facilities and resources has been noted as a major stumbling block to effective learning and teaching and will also be targeted during the next decade.

The model of dedicated schools has proved to so effective in boosting learner performance that the Department will investigate the feasibility of extending the concept into schools that will be dedicated to other critical subjects such as Accounting, Performing Arts and others. The profile of registered chartered accountants still reflects the policies of the apartheid government and we must work towards transforming it.

Adult Basic Education and Training (ABET) has been identified in the ten-year review process as one of the weakest links of our efforts to enable our people to develop their potential to the fullest. The uptake of ABET programmes has been improving at a very slow pace, as has been retention rate. The next years will see an accelerated effort to an increase of 40 000 learners enrolled in ABET programmes by 2005. The Department of Education will also partner the Department of Labour in diversifying the curriculum in ABET to include learnerships and other career -specific programmes that will be relevant to the needs of ABET learners.



Equally important is for the system to strengthen its war against illiteracy. That war is a war that Government cannot win without the assistance of non-Governmental organisations, the private sector as well as communities themselves. We hope to mobilise our schools to teach their learners the importance of social responsibility by starting community projects to fight illiteracy within their communities.

All of these issues are part of the **Human Resource Development Strategy** for South Africa published in 2001, which is a key leverage towards the development of critical skills in the country that must be properly monitored. The **National Qualifications Framework** is another critical way of ensuring that skills our people acquired through informal and experiential learning are duly recognised for portability and progression in their learning careers. The review of the NQF, which has just been completed, was aimed at ensuring that the provisions of the NQF as instruments for human resource development actually work for the people that were targeted. In taking the implementation of the NQF forward, the Department of Education and Labour will play a more proactive role in providing strategic leadership to the South African Qualifications Authority (SAQA). SAQA will, in turn, provide the intellectual leadership demanded by a qualifications framework that integrates forms of learning that takes place in formal environment, in the workplace and in other informal settings. All of these are different in terms of purpose, content, outcomes and mode of delivery. Practically for our people, this will mean that opportunities for recognition of prior learning will be accessible and there will be greater opportunities for progression .

3. Quality improvement

The progressive implementation of the **National Curriculum Statements** in Grade 10 to Grade 12 will be a major milestone in the completing the curriculum reforms that began with the implementation of Curriculum 2005 in 1996. There will be a massive campaign of teacher training, development of learner support materials and ensuring that support for teachers is available at local levels. The curriculum roll-out will culminate in the Further Education and Training

Certificate (FETC) that will replace the existing system of matriculation.

A recent achievement in the quality improvement arena is the agreement reached by the teacher unions and the Department to consolidate all quality management systems into a single **Integrated Quality Management System**. This will include the Whole School Evaluation, Development Appraisal System and the Performance Management System. The integration of the systems will lead to a more co-ordinated approach towards the development of teachers and recognition of good performance

One of the most important factors in the delivery of quality education is the availability of suitably qualified teachers in all schools. **Teacher development** remains high on the agenda and the Department will deepen its strategy to create a critical mass of competent and qualified teachers for gateway subjects across the system. It will create a policy environment for effective teacher education and ensure that teachers already in the system meet the minimum required levels of qualifications. A strategy for an intensive campaign on the national status and profiling of the teaching profession will be put in place, which will boost the professional status and morale of teachers. A further incentive for the retention of good teachers in the classroom has been the introduction of a salary progression system.

The quality of teaching and learning in institutions of higher education will also receive attention. The implementation of the Department's national plan for higher education is already under way, together with the transformation of academic programmes that will ensure that our aspirations of a higher education systems that is relevant to the needs of the student of the 21st century are realised.

Infrastructural delivery is another factor contributing towards the overall quality of teaching and learning and we will continue dealing decisively with overcrowding in many of our schools while ensuring that no learners learn in unsafe structures.

One the challenges of social development programmes identified in the ten year review has been the growing evidence of a weak social

fabric amongst our society. This manifests itself through the high incidence of violent crime, child abuse and racial intolerance that is still prevalent amongst our schools and within communities that they serve. The Department's strategy to deal with **race and values** attempts to meet these challenges.

4. Health and education

The impact of **HIV and AIDS** interventions in the education and training system will need to be strengthened in the forthcoming decade to ensure the mitigation of the effects and impact of HIV and AIDS in the system in the medium to long term. The current life skills programme will be one of the interventions that will be assessed. Opinion polls conducted with school communities must indicate an increase in the number of learners and teachers that are fully informed on matters pertaining to HIV and AIDS preventions as well as tried and tested means of prolonging life for those that are already affected including eating a balanced diet.

A related issue will be a focus on **reproductive health** as part of the life skills programme. For example, the incidence of teenage pregnancy is an indication that youth are not practising safe sex and may therefore not be aware of the full implications of parenthood at a young age. The **general health** of learners will also be addressed through partnerships with the Department of Health. The Department will establish mechanisms of ensuring that children with sight and hearing problems receive the necessary attention.

5. Institutional development

The capacity of some of our institutions to deliver on their mandates still requires development and support. The merger unit established in the Department will continue supporting higher education institutions in managing the transition from "old" to the reconfigured institutions. FET Colleges have also been amalgamated and still require a lot of support in managing the big institutions that they have become. They also require support in preparing for the implementation of the

programme-funding policy framework. Schools also require support, especially those that still do not have the capacity to manage their own budgets. The development of districts will be critical in rendering such a support service to schools.

The role of the district in supporting schools will receive added attention that will begin with a review of a number of effective districts with the intention of identifying the "ingredients" of an effective district as well as the kind of support that schools obtain from it. The long-term vision is to have a nomenclature of education management and administration that will be understood by all role players.

CONCLUSION

Underpinning all these priorities is the principle of integrated service delivery to maximise the impact of public service on the lives of our people. There is greater emphasis on a co-ordinated approach in public service delivery. This plan therefore reflects greater collaboration with other government departments such as DPLG, Housing, Health, Labour and Social Development. The National School Nutrition Programme will now be administered by the Department of Education, and the Department of Health will hand over the project at the of March 2004. The issue of overcrowding in schools with some schools resorting to teaching under trees is another problem that requires a more co-ordinated approach by departments that are responsible for the provision of basic services. The problem has proved to be a shifting target if tackled only by the Department of Education. These are but examples of our collaboration with other departments.

This three-year Medium Term Expenditure Framework plan will therefore reflect a combination of the work that the Department has been doing and new priorities that have arisen. It is therefore a continuation of the MTEF plan we published last year – and "new" strategic objective. These stem from the findings of the review process, the broader goals of government for the next five years as well as the challenges that we have carried over from the first era of democracy.







FIVE-YEAR PLANS

broad priorities

Working together to build a
South African education
and training system for
the 21st century.





DEALING WITH POVERTY



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|---|--|
| | 2004 | 2005 | 2006 |
| To ensure that the poor are not denied access to education because of their inability to pay. | National Norms and Standards are amended as per recommendations of the study on financing education. | Phase 2 of the "Cost of Education" study is completed and it provides costing of a minimum package for schooling. | The school uniform policy is finalised. |
| | A feasibility study on the different models of abolishing school fees is conducted to ensure that the needy are not excluded and that those having the ability to pay are not included. | Each province has a final list of schools that will not charge school fees. | Schools fees in schools catering for the poorest 20% learners are abolished. |
| To manage and administer a National School Nutrition Programme for the poor. | Lists of feeding schools are aligned to the resource targeting lists in favour of the poor according to the School Funding Norms. | Feeding at schools in Quintiles 1,2,3 (the poorest) with a significant drop in schools at Quintiles 4 and 5 (the least poor). | No schools in Quintile 5 (the least poor) being covered. |
| | Baseline profile for food gardens or other food security projects in place | Progress report on pilot project for Food gardens or other food security initiatives in place. | |
| | 90 Food gardens or other food security project piloted in nodal districts. | 90 functional Food gardens or other food security projects in place in nodal districts. | More than 90 functional gardens or other food security projects in place in nodal districts. |
| | | 90 Food gardens or other food security projects in place outside nodal districts. | 180 functional gardens or food security projects in place outside nodal districts. |
| To ensure that all barriers of access to education for learners in rural areas are removed. | Production of a report on improving rural education interventions incorporating a profile of rural schools. | Completion of study on transport subsidy and assistance schemes. | |



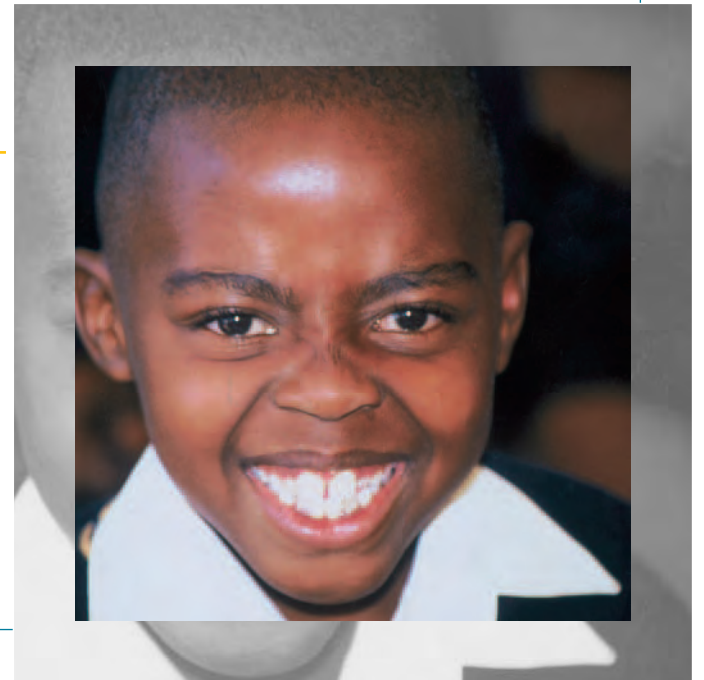
| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|--|--|
| | 2004 | 2005 | 2006 |
| | An infrastructure delivery model and strategy for rural education is finalised. | Pilot infrastructure delivery models in selected nodal districts as part of the Integrated Rural Development Strategy. | Results of the pilot are analysed and used to revise the model. |
| To integrate children in distress in mainstream education and eliminate access barriers for these learners, ensuring that appropriate resources are available. | Curriculum Guidelines for vulnerable children completed. | Curriculum Adaptation Guidelines refined. | Curriculum Adaptation Guidelines ready for system wide implementation. |
| | Phase II of advocacy campaign completed in 30 nodal areas. | Phase III of advocacy campaign completed in 30 nodal areas. | Ensure that there is a general understanding of the inclusion model amongst management, governing bodies, professional staff and parents established in nodal areas. |
| | Draft Funding Strategy completed. | Draft funding strategy and funding norms framework for special and full service schools as well as district support teams field-tested. | Funding strategy, system and related funding norms established and ready for system wide implementation. |
| To integrate training and development of education facilitators with the Expanded Public Works Programme. | Approved plan for the creation of 4 000 job opportunities for unemployed persons in integrated models of delivery for children from birth to 4 years through the Expanded Public Works Programme. | Approved plan for the creation of 8000 job opportunities for unemployed persons in integrated models of delivery for children from birth to 4 years through the Expanded Public Works Programme. | Approved plan for the creation of 10 000 job opportunities for unemployed persons in integrated models of delivery for children from birth to 4 years through the Expanded Public Works Programme. |
| | A policy on the recruitment and placement of interns within the education system is developed. | Interns are recruited to work in various fields in education. | An additional cohort of interns is recruited. |







A FOCUS ON SKILLS DEVELOPMENT



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|---|--|
| | 2004 | 2005 | 2006 |
| To improve skills levels in the country to bridge the gap between the First and Second economy. | Initiated the development of new TVET qualifications and programmes and guidelines for OBE LTSMs developed. | Selected TVET Qualifications and programmes developed and implemented. | Full scale implementation and development of new Qualifications & Programmes for TVET. |
| | College Curriculum clusters linked to SETA's and relevant roleplayers set up to develop curricular and programmes. | Programmes delivered by colleges. | Clusters review programmes. |
| | FET Colleges participate in the Department of Labour's Learnership programme and expand access to youth and adults. | There is a 10% increase in the number of FET Colleges participating in the Departments of Labour's Learnership programme and expand access to youth and adults. | A further 10% increase in the number of FET Colleges participating in the Departments of Labour's Learnership programme and expand access to youth and adults. |
| | A feasibility study on the establishment of Schools of Focused Learning dedicated to the teaching of Accounting, Economic & Management Science, Arts & Culture and Sports is conducted. | The results of the feasibility study are published and a strategy is developed. | The first set of dedicated schools in Accounting and Economic and Management Sciences is established. |
| | The number of previously disadvantaged students in higher education that receive bursaries and scholarships in the gateway subjects increases. | A further recruitment of previously disadvantaged students into post graduate studies focusing on Natural Sciences and other key subjects. | The profile of graduates in the Sciences demonstrates a slight change with an increasing number of previously disadvantaged students. |
| To improve the skills capacity for Maths and Science education delivery. | Support programmes for Foundation, Intermediate and Senior Phase teachers registered for the Advanced Certificate in Education (ACE) in Mathematics, Science and Technology (MST) are in place. | Support programmes for Foundation, Intermediate and Senior Phase teachers registered for the Advanced Certificate in Education (ACE) in Mathematics, Science and Technology (MST) are in place. | |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|---|---|
| | 2004 | 2005 | 2006 |
| | An increase in the number of schools participating in the expanded Maths and Science Strategy for improving the quality of teaching of these subjects. | An additional 10% increase in the number of schools participating in the expanded Maths and Science Strategy for improving the quality of teaching of these subjects. | A further 10% increase in the number of schools participating in the expanded Maths and Science Strategy for improving the quality of teaching of these subjects. |
| | The success rates in learners' performance in Maths and Science increases. | The success rates in learners' performance in Maths and Science increases. | The success rates in learners' performance in Maths and Science increases. |
| | Review Report of First Phase and development of Second Phase of the Implementation of the National Strategy for Mathematics, Science and Technology Education (NSMSTE). | First Monitoring Report of the Implementation of the Second Phase of the NSMSTE Strategy. | Second Monitoring Report on the Second Phase of the Implementation of the NSMSTE Strategy. |
| | Curriculum content for ICT, mathematics, science and technology education tried. | Curriculum content for ICT, mathematics, science and technology education developed for the system. | First report on impact assessment of curriculum content for ICT, mathematics, science and technology education. |
| To ensure that education and training programmes are responsive to the needs of our youth. | Programme to place unemployed youth in formal programmes linked to relevant and strategic economic sectors developed. | Unemployed youth are placed in formal programmes linked to relevant and strategic economic sectors. | Increased number of unemployed youth placed in formal programmes linked to relevant and strategic economic sectors. |
| | Internship programme for the youth to access and provide work experience is developed. | Youth seeking work experience are placed in internship programmes. | Increased number of youth seeking work experience is placed in internship programmes. |
| | Plan to provide Learning Service Component for youth on National Youth Service is developed. | Monitoring report on Learning service component for increased number of youth on National Youth Service is developed. | Review report on the Learning Service Component for increased number of youth on the National Youth Service developed. |

2 . a focus on skills development



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|--|--|--|
| | 2004 | 2005 | 2006 |
| | FET Colleges set up the following structures: Academic Boards, Student Support Services and Marketing Committees and relevant partnerships and linkages (HE, SETA, Employers). | Strategies for student support, college marketing and curriculum development further implemented, supported by relevant partnerships and linkages (HE, SETA, Employers). | College curricula reviewed as implemented and reports compiled. |
| To ensure that the goals of the Human Resource Development Strategy are realised. | The goals of the HRD Strategy are aligned to the plans of the Department of Education. | | |
| | Finalise the review of the National Qualifications Framework. | Ministries of Labour and Education develop the first remit for the implementation of the NQF. | |
| To ensure that the principle of life-long learning is fostered. | An increase of 29 000 learners enrolled in ABET programmes in the system. | An increase of 35 000 learners enrolled in ABET programmes in the system. | An increase of 40 000 learners enrolled in ABET programmes in the system. |
| | 10% increase in the number of learners being retained within the ABET. | 15% increase in the number of learners being retained within ABET. | 20% increase in the number of learners being retained within ABET. |
| | Partnerships with the Department of Labour and SETAs in the provision of relevant ABET programmes is established. | An increase in the number of learners in career-focused ABET programmes in Public Adult Learning Centres. | A further increase in the number of learners in career-focused ABET programmes in Public Adult Learning Centres. |





QUALITY IMPROVEMENT IN THE SYSTEM



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|--|---|---|
| | 2004 | 2005 | 2006 |
| To develop, maintain and implement a curriculum geared to meeting the needs of the learners and students of the 21st century. | The implementation of the Revised National Curriculum Statement (RNCS) is supported in the Foundation and Intermediate Phases. | The implementation of the RNCS is supported in all Intermediate Phase classes. | The implementation of the RNCS is supported in Grades 7 and 8 classes. |
| | Intermediate Phase teachers orientated for the implementation of the RNCS. | Grade 7 (Senior Phase) and 10 (FET Schools) teachers orientated for the implementation of the RNCS and NCS respectively. | Grades 8 (Senior Phase) and 11 (FET schools) teachers orientated for the implementation of the RNCS and NCS respectively. |
| | Preparations for the pilot of the New Curriculum Statements (NCS) Grades 10 to 12 are under way. | Pilot implemented in Grade 10 and conditions for successful implementation identified. | The NCS is introduced in Grade 10. |
| To develop, maintain and implement an integrated monitoring system to ensure quality for input, process and outcomes of the education system. | Foundation Phase (Grade 3) report disseminated to provinces and ensuing intervention strategies monitored. | Foundation Phase implementation of intervention strategies monitored. | Learner assessment instruments and a sample frame developed in preparation for the second cycle of Systemic Evaluation at the Foundation Phase. |
| | Preparations for the evaluation of the performance of the education system at Grade 9 begin and the evaluation of the 5% sample at Grade 6 is completed. | Senior Phase pilot study conducted and a technical report produced. | Senior Phase Systemic Evaluation on a 5% sample completed. |
| | The Integrated Quality Management System that includes the Development Appraisal System (DAS) and Whole School Evaluation is concluded at the ELRC. | Technical assistance is provided to provinces to interpret and implement the refined measures of the Integrated Quality Management Systems. | Technical assistance is provided to provinces to interpret and implement the refined measures of the Integrated Quality Management Systems. |

3 . quality improvement in system



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|---|--|
| | 2004 | 2005 | 2006 |
| To develop a teaching and management teams of good quality. | A policy framework for a coherent teacher development strategy in place. | Teacher development strategy communicated to teachers and Higher Education Institutions. | Teacher Education Programme audit in place. |
| | The number of unqualified teachers is reduced through the implementation of the National Professional Diploma in Education (NPDE). | A further reduction in the number of unqualified teachers through the implementation of the National Professional Diploma in Education (NPDE). | A further reduction in the number of unqualified teachers through the implementation of the National Professional Diploma in Education (NPDE). |
| | A feasibility study for the establishment of an Education Management Development Institute is conducted. | Process of setting up such a centre initiated. | Centre established. |
| To ensure that overcrowding in schools is systematically eliminated. | An inter-departmental working group to design a co-ordinated medium- to long-term strategy to deal with overcrowding in schools is established. | The incidence of learning under trees is eliminated and a strategy to deal with platooning schools is designed. | The number of platooning schools is reduced by 5%. |
| | An inter-departmental working group to design a co-ordinated medium- to long-term strategy to deal with overcrowding in schools is established. | A co-ordinated strategy to deal with overcrowding in schools is designed in partnership with other government departments including Housing, DPLG and others. Partnerships. | Facilitate the implementation of donor-funded school building programmes in provincial departments. |
| To promote quality education and build social cohesion by developing citizens that uphold the principles and values espoused in the Constitution. | The structured integration of Social Justice, Human Rights, Inclusivity and a Healthy Environment into the curriculum activities across all 8 Learning Areas is promoted and supported. | Human Rights, Inclusivity and Environmental learning fully integrated into the curriculum in the Foundation and Intermediate Phases. | Human Rights, Inclusivity and Environmental learning fully integrated into the curriculum in the Senior Phase. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---------------------|---|---|---|
| | 2004 | 2005 | 2006 |
| | <p>Most prominent schools per province, previously experiencing difficulty in dealing with challenges of integration and the implications of the values of the Constitution, demonstrating adherence to the values in relation to school ethos, policies and practices.</p> | <p>Additional cohort of schools previously experiencing difficulty in dealing with challenges of integration and the implications of the values of the Constitution, demonstrating adherence to the values in relation to school ethos, policies and practices.</p> | <p>Significant reduction of numbers of schools experiencing difficulties in dealing with challenges of integration and the implications of the values of the Constitution, demonstrating adherence to the values in relation to school ethos, policies and practices.</p> |





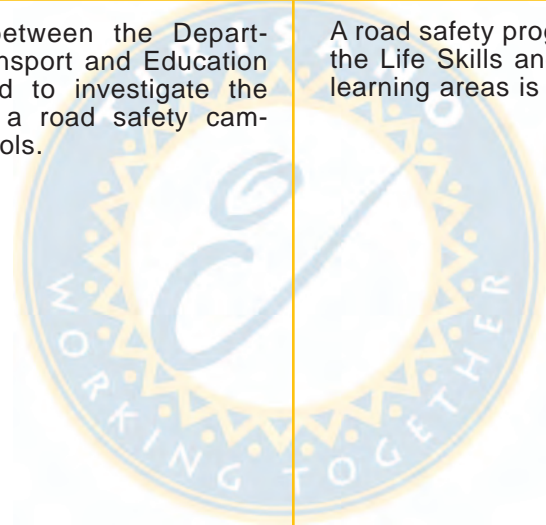
HEALTH AND EDUCATION



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|--|--|--|
| | 2004 | 2005 | 2006 |
| To develop, maintain and implement an effective education response to the HIV and AIDS pandemic. | Strengthened partnership with other government departments, NGOs and CBOs at the level of communities to ensure that support systems are available for those affected. | Amendments to the Norms and Standards for School Funding are finalized, effectively ensuring that orphans are exempted from school fees. | The school uniform policy is finalized, ensuring that orphans are not denied access because of lack of uniform. |
| | Collection of education-specific data on HIV and AIDS in order to inform Departmental responses. | HIV and AIDS indicators integrated into current EMIS. | Education planning responsive to emerging HIV and AIDS trends facilitated. |
| | Review of the impact of the current life skills programme facilitated. | Lessons from the schools life skills programme incorporated into the new FET schools Life Orientation learning area. | The impact of the various aspects of the HIV and AIDS programme assessed including the SGB and parent programme. |
| To integrate general health issues, including nutrition into education programmes. | Life skills/orientation programmes address Nutrition Education in a holistic manner, promoting overall wellness and reproductive health. | 90 functional food gardens or other food security projects in place in nodal districts. | More than 90 functional gardens or other food security projects in place in nodal districts. |
| | National level activities of Nutrition Education implemented fully in collaboration with Curriculum directorate. | Provincial level activities of Nutrition Education implemented fully in collaboration with Curriculum directorate. | Report on implementation of Nutrition Education activities in provinces in place. |
| To ensure the implementation of the national policy and guidelines on substance abuse prevention and management. | Guidelines and policy on the substance abuse distributed to all nodal area and hotspot schools. | All schools in nodal areas are familiar with the national policy and guidelines on substance abuse prevention and management. | All schools are familiar with the national policy and guidelines on substance abuse prevention and management. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|--|--|--|
| | 2004 | 2005 | 2006 |
| To promote learner and teacher safety. | Master trainers trained on drug abuse policy and guidelines in nodal areas. | All schools receive roll out training on the policy and guidelines, conducted by Master trainers. | All schools have policy and guidelines on substance abuse and have received training. |
| | Schools in hotspot areas are adequately fenced and are provided with minimum-security measures. | Hotspot schools are adequately fenced and have minimum-security measures. | All schools in hotspot areas are adequately fenced and have minimum-security measures. |
| | A network between the Departments of Transport and Education is established to investigate the feasibility of a road safety campaign in schools. | A road safety programme, linked to the Life Skills and Life Orientation learning areas is developed. | Increased awareness amongst learners and teachers in the Foundation Phase. |







INSTITUTIONAL DEVELOPMENT



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|--|--|--|
| | 2004 | 2005 | 2006 |
| To ensure a responsive Further Education and Training sector. | FET Colleges set up the following structures: Academic Boards, Student Support Services and Marketing Committees and relevant partnerships and linkages (HE, SETA, Employers). | Strategies for student support, college marketing and curriculum development further implemented, supported by relevant partnerships and linkages (HE, SETA, Employers). | College curricular reviewed as implemented and reports compiled. |
| | FET Agency proposal developed. | FET Agency proposal declared policy and resources secured. | FET Agency set up and preparations for 2007/8 inception completed. |
| | The landscape for Senior Secondary Schools is defined and designed. | Provinces implement the strategy for the conversion and consolidation of schools. | Review and report on implementation of the strategy. |
| To reconfigure the Higher Education sector to meet the equity, quality and social imperatives of the country. | Merger unit established to offer technical assistance to institutions undergoing mergers is fully functional. | Facilitate and monitor the implementation of the restructuring of institutions through technical support to institutions. | Monitor the implementation of merger plans by merged institutions. |
| | Implement the annual reporting framework, including financial reporting for public higher education institutions. | Monitor the financial health of public higher education institutions. | Implement a framework for the development of indigenous African languages as mediums of instruction in Higher Education. |
| | | Facilitate and monitor the implementation of the restructuring of institutions through technical support to institutions. | Monitor the implementation of merger plans by merged institutions. |
| To ensure school support systems are developed and equitably distributed for access by all schools. | School management and governance guidelines for intervening in support of struggling schools are developed. | Education management and governance guidelines distributed to all provinces and districts. | Guidelines are used for monitoring and revised where needed. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---------------------|--|--|--|
| | 2004 | 2005 | 2006 |
| | Number of schools with school development plans and access to Section 21 status increases through monitoring and support provided to provincial EMGD coordinators. | Over 60% of schools nationally have Section 21 status and over 90% of schools sampled have a school development plan. | Over 65% of schools nationally have Section 21 status and over 95% of schools sampled have a school development plan. |
| | Procedure and forms to monitor improvement in the implementation of school policies and procedures towards self-management established. | 50% of sampled schools show a measurable improvement in the implementation of policies and procedures towards self-management. | 75% of sampled schools show a measurable improvement in the implementation of policies and procedures towards self-management. |
| | A draft paper that begins to define a district, its roles and its functions in supporting schools is developed. | A study on a selection of districts, investigating effective districts is conducted. | The report on the study is released and draft policy and guidelines are developed. |







Working together to build a
South African education
and training system for
the 21st century.

THREE-YEAR PLANS:

branch plans





BRANCH: PLANNING AND MONITORING

Purpose: To provide strategic direction in the development and implementation of relevant policies, programmes and projects.



CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING, INFORMATION AND POLICY SUPPORT

Directorate: Physical Planning

Purpose: To develop and monitor policy on the provision of a suitable learning environment for all learners.

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|--|--|---|
| | 2004 | 2005 | 2006 |
| To develop and monitor a policy of norms and standards for capital expenditures for school infrastructure development. | A HEDCOM sub-committee on School Infrastructure Development is established and begins to draft norms and standards for school infrastructure in the GET phase. | Finalise the draft of policy on norms and standards for infrastructure for approval by HEDCOM and CEM on GET phase. | Finalise the draft of policy on norms and standards for infrastructure for approval by HEDCOM and CEM on FET phase. |
| | An infrastructure delivery model and strategy for rural education is finalised. | Pilot infrastructure delivery models in selected nodal districts as part of the Integrated Rural Development Strategy. | Results of the pilot are analysed and used to revise the model. |
| To eliminate the shortage of school infrastructure in education. | Number of learners physically learning under trees is reduced by 50% in all provinces. | The incidence of learning under trees is eliminated and a strategy to deal with platooning schools is designed. | The number of platooning schools is reduced by 5%. |

branch: planning and monitoring



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|---|---|
| | 2004 | 2005 | 2006 |
| | An inter-departmental working group to design a co-ordinated medium- to long-term strategy to deal with overcrowding in schools is established. | A co-ordinated strategy to deal with overcrowding in schools is designed in partnership with other government departments including Housing, DPLG and others. Partnerships. | Facilitate the implementation of donor-funded school building programmes in provincial departments. |
| To develop a strategy with other relevant stakeholders to provide and improve basic services to all public schools. | A 20% increase in the number of schools with access to water and sanitation. | A further 20% increase in the number of schools with access to water and sanitation. | A further 20% increase in the number of schools with access to water and sanitation. |
| | A 10% increase in the electrification of schools. | A 10% increase in the electrification of schools. | A 10% increase in the electrification of schools. |
| To develop, maintain and manage information systems to support planning, implementation, monitoring and evaluation of capital investment in Education. | The Schools Register of Needs Information System is enhanced to do facilitate planning and physical resource provision of public schools. | A study focusing on trend-analysis of physical infrastructure resourcing, based on Schools Register of Needs Information System 1996 to 2005, is commissioned. | The trend-analysis report is published. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|--|---|--|
| | 2004 | 2005 | 2006 |
| | A uniform Asset Management System is developed for use by all provinces. | The Asset Management System is tested and results are used for further development. | The roll-out of the Asset Management System begins in 10% of schools. |
| To build capacity and train physical planners in all the educational departments. | A national skills audit for physical planners is conducted. | A training programme for physical planners is designed. | At least 30% of the physical planners go through the training programme. |



branch : planning and monitoring



Directorate: Education Management Information Systems

Purpose: To develop an EMIS to support efficient planning, monitoring and evaluation of the education system.

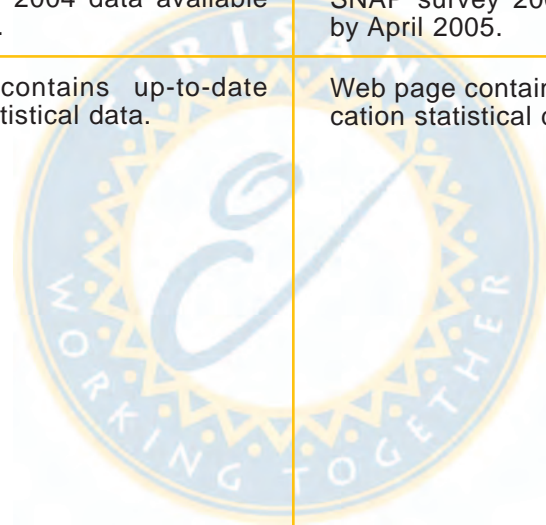
| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|--|---|---|
| | 2004 | 2005 | 2006 |
| To develop and monitor implementation of an Education Information Policy. | The Education Information policy is amended and approved. | A monitoring tool for the Education Information Policy is put in place. | An assessment report on compliance with the Education Information Policy amongst provinces is published for identification of areas for intervention. |
| | A Standards Sub-committee is functional and begins to develop a set of standards and guidelines derived from the Policy. | Standards for operating systems and hardware for EMIS are developed. | Standards and guidelines for the statistical information for public consumption are developed. |
| | School, ABET and ECD survey forms and database comply with the national data dictionary. | Survey forms for Inclusive Education and database comply with the national data dictionary. | Physical planning information system complies with the national data dictionary. |
| To develop and maintain education management information systems. | All provinces implement the procedures to update master lists. | The 2005 national master list of institutions available in the national department. | The 2006 national master list of institutions available in the national department. |
| | Learner performance data is integrated into EMIS. | System for dissemination of district level information on school performance developed. | Performance data is disseminated at district level. |
| | School fees data is collected by all provinces. | Report on school fees collected by schools available. | Data on school fees charged by all public schools available from EMIS. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|--|--|
| | 2004 | 2005 | 2006 |
| | Schools data is linked to Census data to obtain an accurate measure of poverty levels. | The integrated data is used to enhance resource allocation targeting the poor. | |
| | The next 25% (575) of schools in the nodal areas utilise school management information systems for school administration and data collection. | All schools utilise school management information systems for school administration and data collection. | A report on compliance with the Schools Information Management Systems is published. |
| | A status report on the implementation of part 1 of the Further Education and Training Management Information Systems (FETMIS) in FET schools is released. | FETMIS is enhanced to integrate financial, students, staff and curriculum databases. | Report on the implementation and enhancement of a fully integrated FETMIS. |
| | Conceptual framework for the development of a learner-unit record level system approved by HEDCOM. | Approved business plan for the development of a learner-unit record level system. | System design for the development of a learner-unit record level system approved. |
| To improve quality of data by developing and implementing data quality control systems. | Approved data quality control systems and procedures. | Error margin of data collected from school surveys reduced by 5%. | Report on the 2% sample survey conducted for data quality check. |
| To develop and improve EMIS capacity. | Pool of competent personnel resources increases by number of interns and existing personnel trained. | A further intake of interns increases the pool of competent EMIS practitioners. | Selected tertiary institutions offer EMIS training as part of higher education curriculum. |
| | Data analysis and indicator module developed through participation in the NESIS capacity building project submitted for approval. | Report on the implementation of the data analysis and indicator development module in provinces. | Report on the implementation of the data analysis and indicator development module in provinces. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|----------------------------------|---|---|---|
| | 2004 | 2005 | 2006 |
| To analyse and disseminate data. | “Education statistics at a glance: 2003” publication issued by August 2004. | “Education statistics at a glance: 2004” publication issued by August 2005. | “Education statistics at a glance: 2005” publication issued by August 2006. |
| | Statistical/indicator report on the state of education from 1997-2002. | | |
| | SNAP survey 2004 data available by April 2004. | SNAP survey 2005 data available by April 2005. | SNAP survey 2006 data available by April 2006. |
| | Web page contains up-to-date education statistical data. | Web page contains up to date education statistical data. | Web page contains up to date education statistical data. |



Directorate: Policy Support

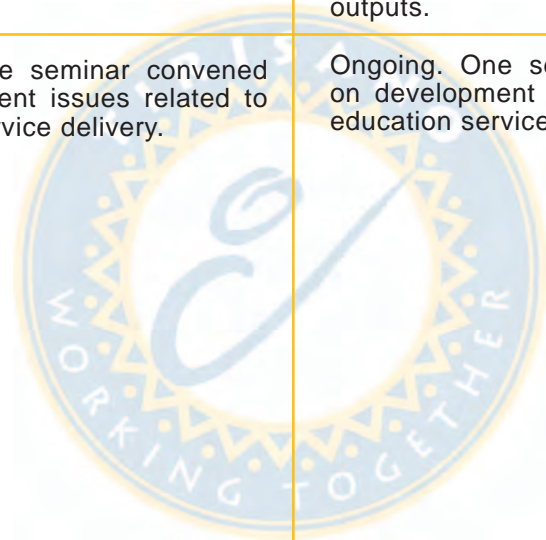
Purpose: *To analyse, develop, plan and advocate policy for the Education sector. The Directorate provides a support service to the planning and monitoring branch in the area of research and analysis of specific issues related to indicative (not strategic) planning in education.*

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|--|--|---|
| | 2004 | 2005 | 2006 |
| To facilitate organisational effectiveness by strengthening the use of education service delivery indicators. | Monitoring and Evaluation framework developed. | Final Monitoring and Evaluation framework tested for use in DoE and provinces. | Final Monitoring and Evaluation framework published and disseminated. |
| | The 2003 annual education service delivery indicator report is released. | The 2004 annual education service delivery indicator report is released. | The 2005 annual education service delivery indicator report is released. |
| To strengthen capacity building and skills development in education planning. | Education planning skills development proposal developed. | Resources and interns identified for wider implementation of education planning skills development programmes. | Evaluation report developed on the impact on system capacity of education planning skills development programmes. |
| | Evaluation tool developed for assessing impact on system capacity of education planning skills development programmes. | | |
| To co-ordinate and enhance the integration of reporting on Education for All initiatives and activities. | Management plan and preparations finalized for 2005 Gender Equity Education for All Report. | 2005 Gender Equity Education for All Report developed with Gender Equity Directorate. | 2005 Gender Equity Education for All Report disseminated and publicised. |
| To facilitate research and analysis to support indicative planning in education. | Completion of Phase 2 of the "Cost of Education" study, which will provide costing of a minimum package for schooling. | Completion of a report on strategies to improve attendance and participation. | |

branch : planning and monitoring



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|---|---|
| | 2004 | 2005 | 2006 |
| | Production of a report on improving rural education interventions incorporating a profile of rural schools. | Completion of study on transport subsidy and assistance schemes. | |
| | Completion of a study on learner dynamics in the education system. | Mobilisation of resources for an education production function study relating education inputs and outputs. | Completion of education production function study on the relationship between education outputs and inputs. |
| To liaise and participate in social research networks on education development initiatives. | Ongoing. One seminar convened on development issues related to education service delivery. | Ongoing. One seminar convened on development issues related to education service delivery. | Ongoing. One seminar convened on development issues related to education service delivery. |



Directorate: Financial Planning

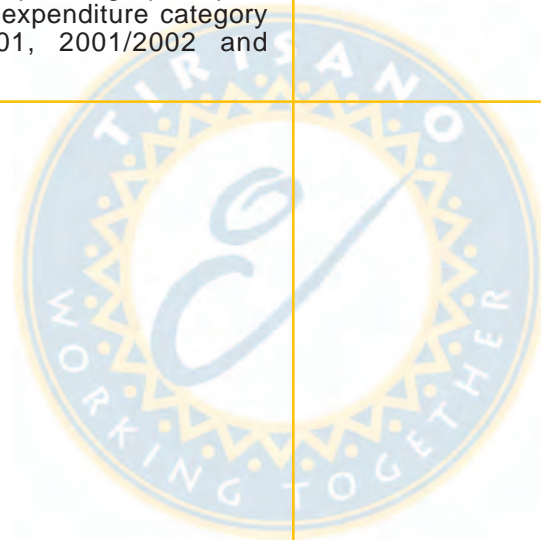
Purpose: To develop and maintain financial policy concerning the education sector.

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|--|---|--|
| | 2004 | 2005 | 2006 |
| To ensure equitable distribution of financial resources and education funding relating to education policies. | Amended Norms and Standards for funding public schools. | Report on the implementation process of the amended Norms and Standards for funding public ordinary schools, ABET and FET colleges. | Monitoring reports of the funding of public schools, Independent schools, ABET, FET colleges, Early Childhood Development (ECD) and Inclusive Education. |
| | Approved Norms and Standards for funding ABET and FET colleges. | Approved Norms and Standards for funding ECD and Inclusive Education. | An assessment report on provincial readiness to implement the Norms and Standards for ECD and Inclusive Education is published. |
| To improve organisation and systems. | A set of recommendations regarding expenditure problems of non-section 21 schools. | Implemented computerized systems in Provincial Education Departments. | Monitoring report to determine the effectiveness of the implemented computerised systems in Provincial Education Departments. |
| To monitor and evaluate the allocation and utilisation of financial resources in education by Provincial Education Departments. | Amended budget programme structure for Provincial Education Departments. | Expenditure report for the 2004/2005 financial year emanating from the Chart of Accounts. | Amended budget programme structure for Provincial Education Departments for current financial year. |
| | Monitoring report on the alignment between goals articulated in the provincial Strategic Plans and the utilisation of financial resources. | | Expenditure report for the 2005/2006 financial year emanating from the Chart of Accounts. |

branch: planning and monitoring



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---------------------|---|---|---|
| | 2004 | 2005 | 2006 |
| | Budget reports 2004/5 per provincial Education Department emanating from the MTEC visits. | Budget reports 2005/6 per provincial Education Department emanating from the MTEC visits. | Budget reports 2006/7 per Provincial Education Department emanating from MTEC visits. |
| | Expenditure reports of Provincial Education Departments indicating per capita spending per programme and expenditure category for 2000/2001, 2001/2002 and 2002/2003. | | |



branch : planning and monitoring



CHIEF DIRECTORATE: HUMAN RESOURCE PLANNING

Directorate: Legal and Legislative Services

Purpose: To manage a legal and legislative service for the Department.

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|---|--|
| | 2004-2005 | 2005-2006 | 2006-2007 |
| To implement legislation and regulations. | Guideline document on the implementation of acts and regulations. | Guideline document on the implementation of acts and regulations. | Regulations as determined by the Minister. |
| To handle litigation against the Minister/Department. | Court judgements. | Court judgements. | Court judgements. |
| To provide legal advice. | Legal opinions. | Legal opinions. | Legal opinions. |
| To draw agreements and international conventions. | Agreements. | Agreements. | Agreements. |
| To assist in Labour Relations and Human Rights matters. | Reports. | Reports. | Reports. |
| To convene HEDCOM Legal Sub committee meetings. | Minutes, court cases, legal opinions. | Minutes, court cases, legal opinions. | Minutes, court cases, legal opinions. |
| | | | |

branch: planning and monitoring



Directorate: Educator Provisioning and Employment Conditions

Purpose: *To develop and manage policy for the provisioning, utilization and employment conditions of educators.*

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|---|---|
| | 2004-2005 | 2005-2006 | 2006-2007 |
| To develop and implement an integrated quality management system (IQMS). | An agreement to integrate the DAS, performance measurement and WSE systems is signed at the ELRC. | Refined measures regarding the IQMS. | Refine measures regarding the IQMS. |
| | A training programme and materials are developed. | Training material is refined and provinces are assisted with interpretation and implementation. | Training material is refined and provinces are assisted with interpretation and implementation. |
| To develop and implement a revised salary system in terms of which provision is made for salary and grade progression. | Finalise development of system and reach agreement in ELRC. | Assist departments with interpretation and implementation. | Assist departments with interpretation and implementation. |
| | First round of salary progression implemented. | Provincial departments are able to interpret and implement the first round of grade progression and progression to senior teacher posts through technical assistance offered. | Refine measures in accordance with needs identified. |
| To develop and implement a reward and incentive system for teachers. | Investigate and research aspects regarding rewards and incentives for teachers. | Finalise systems for rewards and incentives and reach agreement in the ELRC. | Refine measures regarding rewards and incentives. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|---|---|
| | 2004-2005 | 2005-2006 | 2006-2007 |
| | A draft system is developed in terms of which performance-related rewards are paid to teachers, and incentives are provided to encourage teachers to teach certain subjects and at certain schools. | | Assist departments with the interpretation and implementation of a reward and incentive system. |
| To develop norms for the allocation of posts to schools. | Complete investigation into posts required by schools together with financial implications of implementing such norms. | Finalised norms are approved. | |
| | Draft interim norms required for field testing exercise for inclusive education are developed. | Draft interim norms required for field testing exercise for inclusive education are tested. | Finalised norms are agreed upon at the ELRC. |
| To rationalise measures in PAM and Regulations. | Complete draft rationalised measures. | Reach agreement in ELRC on rationalised PAM. | |
| To develop draft policy on leave measures for consideration by provinces. | Information required for the development of draft policy is collected. | | |
| | A draft policy is developed. | Draft policy is tested for possible implementation. | Policy is available to provinces for possible implementation. |





BRANCH: GENERAL EDUCATION

Purpose: To provide strategic direction in the development and implementation of relevant policies for ECD, School Education, ABET, ELSEN governance capacity, INSET and PRESET.



CHIEF DIRECTORATE: CURRICULUM AND ASSESSMENT

Directorate: Early Childhood Development

Purpose: *To manage the development, evaluation and maintenance of policy, programmes and systems for Early Childhood Development and monitor implementation of policies.*

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|---|---|
| | 2004 | 2005 | 2006 |
| To ensure implementation of national policies to increase access to quality education and training for children from birth to 9 years. | 300, 000 learners enrolled in Grade R classes. | 400, 000 learners enrolled in Grade R classes. | 500, 000 learners enrolled in Grade R classes. |
| | Approved guidelines for Conditions of Service for practitioners in Grade R classes. | Implementation of Conditions of Service for Grade R teachers in 40% of sites. | Increase implementation of Conditions of Service for Grade R teachers by 30%. |
| | 80% of the 4, 500 practitioners meet the requirements of the Level 4 Early Childhood Development qualification. | 75% of Level 4 qualified practitioners enrolled for a Level 5 teacher qualification. | 90% of practitioners enrolled for the Level 5 teacher qualification meet the requirements of the qualification. |
| To ensure effective delivery of viable ECD learning programmes to children from birth to 9 years. | An approved sustainable model for multimedia curriculum support in collaboration with SABC Education. | Multimedia curriculum support implemented on radio and television. | Multimedia curriculum support implemented on radio and television. |
| | The Revised National Curriculum Statement is successfully implemented and supported in all Grade R classes. | The Revised National Curriculum Statement is successfully implemented and supported in all Grade R classes. | The Revised National Curriculum Statement is successfully implemented and supported in all Grade R classes. |
| | Approved curriculum guidelines for children from birth to 4 years distributed to all provinces. | Implementation and research of approved curriculum guidelines. | Implementation of approved refined curriculum guidelines. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|---|---|
| | 2004 | 2005 | 2006 |
| | Approved plan for the creation of 4 000 job opportunities for unemployed persons in integrated models of delivery for children from birth to 4 years through the Expanded Public Works Programme. | Approved plan for the creation of 8 000 job opportunities for unemployed persons in integrated models of delivery for children from birth to 4 years through the Expanded Public Works Programme. | Approved plan for the creation of 10 000 job opportunities for unemployed persons in integrated models of delivery for children birth to 4 years through the Expanded Public Works Programme. |
| To develop and maintain operational systems for effective delivery of outcomes-based education in the GET band with particular focus on Early Childhood Development. | Approved integrated service delivery strategy by all relevant government departments. | Integrated service delivery strategy implemented in 20% of registered sites. | Integrated service delivery strategy implemented in 30% of registered sites. |
| To monitor and evaluate the delivery of outcomes-based education in the GET band with particular focus on Early Childhood Development. | Approved monitoring and support plan for each provincial ECD team. | Approved monitoring and support plan for ECD at all levels of the system. | Evaluate and improve on the monitoring and support plan at all levels. |
| | Update and maintain the ECD database. | Update and maintain the ECD database. | Update and maintain the ECD database. |



Directorate: School Education

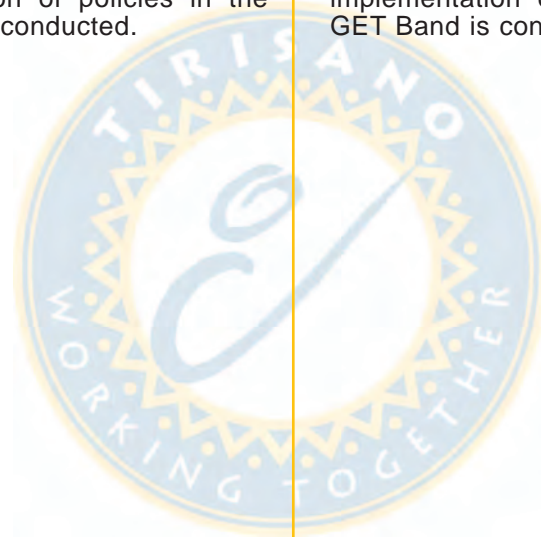
Purpose: *To manage the development, evaluation and maintenance of policy, programmes and systems for school education and monitor implementation of policies.*

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|---|---|
| | 2004 | 2005 | 2006 |
| To ensure implementation of national policies to increase access to quality education and training for children of compulsory school age. | The School Uniform Policy is formulated. | The implementation of the School Uniform Policy is supported. | The implementation of the School Uniform Policy is supported. |
| To ensure effective delivery of viable learning programmes to children of compulsory school age. | The implementation of the Revised National Curriculum Statement is supported in the Foundation and Intermediate Phases. | The implementation of the RNCS is supported in all Intermediate Phase classes. | The implementation of the RNCS is supported in Grade 7 and 8 classes. |
| | The structured integration of Religion Education in the implementation of the RNCS is facilitated and supported. | LTSM for the implementation of the Religion and Education Policy is developed and field-tested with a representative sample of 30% of Intermediate Phase classes. | LTSM for the implementation of the Religion Education Policy is developed and field-tested with a representative sample of 30% of Senior Phase classes. |
| | The structured integration of Social Justice, Human Rights, Inclusivity and a Healthy Environment into the curriculum activities across all 8 Learning Areas is promoted and supported. | Human Rights, Inclusivity and Environmental learning fully integrated into the curriculum in the Foundation and Intermediate Phases. | Human Rights, Inclusivity and Environmental learning fully integrated into the curriculum in the Senior Phase. |
| | Co-ordination and support of the structured integration of Life Skills and HIV and AIDS in the Curriculum. | Life Skills/HIV and Aids programme fully integrated into the curriculum in the intermediate phase. | Life Skills/HIV and Aids programme fully integrated into Grade R to 8 and has been revised to conform to the RNCS. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|---|---|
| | 2004 | 2005 | 2006 |
| | An authentic assessment programme in the GET band is developed and its implementation is supported. | An authentic assessment programme in the Intermediate Phase is implemented in line with the Revised National Curriculum Statement. | An authentic assessment programme in Grade 7 is implemented in line with the Revised National Curriculum Statement. |
| | The implementation of the Language-in-Education Policy (LiEP) with particular attention to the 5-point strategy is supported. | The implementation of the Language-in-Education Policy (LiEP) with particular attention to the 5-point strategy in the Foundation and Intermediate Phases is supported. | The implementation of the Language-in-Education Policy (LiEP) with particular attention to the 5-point strategy in the Senior Phase is supported. |
| | Norms and Standards for the development and use of quality Learning and Teaching Support Materials (LTSM) are formulated. | Quality and a variety of LTSMs are developed and used in schools. | Quality and a variety of LTSMs are developed and used in schools. |
| | Reading and Writing promotion programmes developed, promoted and supported. | Reading and writing promotion programmes are implemented in 25% of schools. | Reading and writing promotion programmes are implemented in 50% of schools. |
| | The teaching and learning of History in the schooling system is strengthened and promoted. | The teaching and learning of History in the schooling system is strengthened. | The teaching and learning of History in the schooling system is strengthened. |
| To develop and maintain operational systems for effective delivery of outcomes-based education in the GET band with particular focus on Schools (Grades R to 9). | The curriculum Management Information System (MIS) to track implementation of OBE in grades R to 9 is developed. | The curriculum Management Information System (MIS) to track implementation of OBE in grades R to 9 is rolled out to 30% of education districts. | The curriculum Management Information System (MIS) to track implementation of OBE in grades R to 9 is rolled out to 60% of education districts. |

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|---|--|
| | 2004 | 2005 | 2006 |
| | An electronic learner profiling system is operational for Grade 9 and the Foundation Phase. | An electronic learner profiling system is operational for Grade 9, Foundation Phase and Intermediate Phase. | An electronic learner profiling system is operational for Grade 7 & 9, Foundation Phase, and Intermediate Phase. |
| To monitor and evaluate the delivery of outcomes-based education in the GET band with particular focus on Schools (Grades R to 9). | Monitoring and evaluation of the implementation of policies in the GET Band is conducted. | Monitoring and evaluation of the implementation of policies in the GET Band is conducted. | Monitoring and evaluation of the implementation of policies in the GET Band is conducted. |



Directorate: Inclusive Education

Purpose: *To manage the development, evaluation and maintenance of policy, programmes and systems for learners with special needs and monitor implementation of policies.*

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|--|--|
| | 2004 | 2005 | 2006 |
| To ensure implementation of national policies to increase access to quality education and training for vulnerable learners in the GET band. | Framework for physical and material resource development in 30 full-service Schools in place. | Physical and material resource development completed in all full-service Schools. | Physical, material and human resource development completed and evaluated in 30 designated resource centres and 30 full service schools. |
| | Guidelines for Screening, Identification and Assessment Development for Implementation in the 30 Nodal Areas completed. | Screening, Identification and Assessment Guidelines refined consistent with recommendations. | Final conceptual and operational guidelines developed. |
| | Establish 30 District-Based Support Teams in 30 nodal areas. | Refinement of operational procedures for District-Based Support Teams completed. | Final Guidelines for District-Support Team completed. |
| To ensure effective delivery of viable learning programmes to vulnerable learners in the GET band. | Curriculum Guidelines for vulnerable children completed. | Curriculum Adaptation Guidelines refined. | Curriculum Adaptation Guidelines ready for system wide implementation. |
| | Phase II of advocacy campaign completed in 30 nodal areas. | Phase III of advocacy campaign completed in 30 nodal areas. | Ensure that there is a general understanding of the inclusion model amongst management, governing bodies, professional staff and parents established in nodal areas. |

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|---|--|
| | 2004 | 2005 | 2006 |
| To monitor and evaluate the delivery of outcomes-based education in the GET band with particular focus on vulnerable learners. | Monitoring and evaluation mechanism in place. | Monitoring and evaluation of service delivery, programmes and training of teachers conducted in 30 nodal areas. | Guidelines for monitoring and evaluation of vulnerable children finalized and ready for system wide dissemination. |
| | First phase of human resource development completed in 30 designated full-service and special schools as well as 30 district support teams. | Second phase of human resource development completed in 30 nodal areas. | HRD Strategy ready for implementation throughout the system. |
| To develop and maintain operational systems for effective delivery of outcomes-based education in the GET band with particular focus on vulnerable learners. | Draft funding strategy completed. | Draft funding strategy and funding norms framework for special and full service schools as well as district support teams field-tested. | Funding strategy, system and related funding norms established and ready for system wide implementation. |
| | Distribution of conceptual and operational guidelines distributed to all designated full-service and special schools as well as District Support Teams completed. | Second edition of conceptual operational and guidelines completed. | Final conceptual and operational guidelines developed and disseminated system-wide. |
| | Audit report on special schools completed. | Field-Testing Report on the modification of special schools completed. | Guidelines for the transformation of special schools as resource centres. |



Directorate: SANLI

Purpose: *To manage the development, evaluation and maintenance of policy, programmes and systems with regard to literacy and monitor implementation of policies.*

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|--|---|
| | 2004 | 2005 | 2006 |
| To ensure implementation of national policies to increase access to quality education and training for illiterate adults. | Service providers engaged to deliver literacy classes to 11 900 adult learners. | Increase the number of learners in SANLI projects by 20%. | Increase the number of learners in SANLI projects by 30%. |
| To ensure effective delivery of viable adult literacy programmes. | Advocacy campaign to heighten learner and volunteer teacher awareness of new SANLI projects conducted. | Momentum of advocacy campaign sustained by a year long advocacy programme. | Momentum of advocacy campaign sustained by a year long advocacy programme. |
| To develop and maintain operational systems for effective delivery of adult literacy programmes. | Teacher and Learner Support Materials catering for 11 900 learners and 794 volunteer teachers procured and delivered. | Sufficient Teacher and Learner support materials distributed to new learners and volunteer teachers. | Sufficient Teacher and Learner support materials distributed to new learners and volunteer teachers. |
| | Provincial Management, Administration and Delivery Support Systems for Basic Literacy Programmes established and operational. | Provincial Management, Administration and Delivery Support Systems for Basic Literacy Programmes refined and enhanced. | Provincial Management, Administration and Delivery Support Systems for Basic Literacy Programmes reviewed and upgraded. |
| | ICT based information and deployment system developed and field tested. | ICT based information and deployment system operational at DoE. | ICT based information and deployment system fully utilised by provincial departments. |
| | Skills enhancement programme for volunteer teachers developed and field tested. | Skills enhancement programme for volunteer teachers conducted with 50% of volunteers. | Skills enhancement programme for all volunteer teachers conducted. |
| To monitor and evaluate the delivery of adult literacy programmes. | Monitoring and evaluation system to track delivery of basic literacy programmes established and operational. | Data gathered during monitoring interventions utilised to enhance the development of basic literacy programmes. | Data gathered during monitoring interventions utilised to improve efficacy of basic literacy programmes. |
| | Database of learners and volunteer teachers developed and operational. | Database of learners and volunteer teachers updated and maintained. | Database of learners and volunteer teachers updated and maintained. |

Directorate: Adult Basic Education and Training

Purpose: *To manage the development, evaluation and maintenance of policy, programmes and systems for adult education and training and monitor implementation of policies.*

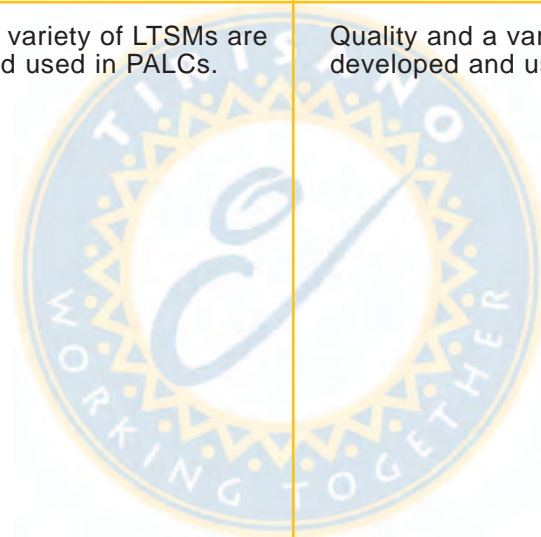
| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|--|--|
| | 2004 | 2005 | 2006 |
| To ensure implementation of national policies to increase access to quality education and training for adults in the GET band. | Funding strategy and funding norms for public Adult Learning Centres piloted in 15% of sites. | Funding strategy and funding norms for public Adult Learning Centres implemented in 50% of sites. | Funding strategy and funding norms for public Adult Learning Centres implemented in all sites. |
| | An increase of 29 000 learners enrolled in the system. | An increase of 35 000 learners enrolled in the system. | An increase of 40 000 learners enrolled in the system. |
| | 10% increase in the number of learners being retained within the system. | 15% increase in the number of learners being retained within the system. | 20% increase in the number of learners being retained within the system. |
| To ensure effective delivery of viable learning programmes to adults in the GET band. | Registration of refined unit standards on NQF 1 completed. | Development and registration of 3 additional unit standards on NQF completed as part of widening the choice of programmes for ABET learners. | Development and registration of 3 additional unit standards on NQF completed as part of widening the choice of programmes for ABET learners. |
| | Refined unit standards in general use in PALCs. | Refined unit standards in general use in PALCs. | Refined unit standards in general use in PALCs. |
| To develop and maintain operational systems for effective delivery of outcomes-based education in the GET band with particular focus on Public Adult Learning Centres. | Systems for the retrieval of Learning and teaching materials functioning in all PALCs. | Systems for the retrieval of Learning and teaching materials functioning in all PALCs. | Systems for the retrieval of Learning and teaching materials functioning in all PALCs. |
| | Procurement and delivery system functioning in all PALCs. | Procurement and delivery system functioning in all PALCs. | Procurement and delivery system functioning in all PALCs. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---------------------|---|---|---|
| | 2004 | 2005 | 2006 |
| | Database of ABET practitioners and their development needs populated fully and protocols for updating in place. | Database of ABET practitioners utilised to meet the needs of 15% of ABET practitioners. | Database of ABET practitioners utilised to meet the needs of 20% of ABET practitioners. |
| | Differentiated course outlines translated into training programmes by accredited training organisations by tender. | Training programmes beneficial to 10% of ABET practitioners. | Training programmes beneficial to 15% of ABET practitioners. |
| | Training programme available for use by ABET officials. | Diverse training programmes available for use by ABET officials. | Diverse training programmes available for use by ABET officials. |
| | Differentiated course outlines translated into training programmes by accredited training organisations by tender. | Training programmes beneficial to 30% of ABET officials. | Training programmes beneficial to 50% of ABET officials. |
| | Develop a negotiated strategy with all key education and training stakeholders based on the revised Multi-Year Implementation Plan. | 30% of stakeholders work in accordance with the revised MYIP. | 50% of stakeholders work in accordance with the revised MYIP. |
| | Conduct an institutional audit focussing on both progress and gaps for further development. | 25% of Public Adult Learning Centres are appropriately equipped. | 50% of Public Adult Learning Centres are appropriately equipped. |
| | 10% of teachers trained on skills programmes and learnerships. | 15% of teachers trained on skills programmes and learnerships. | 20% of teachers trained on skills programmes and learnerships. |
| | 40% of PALCs transformed. | 75% of PALCs transformed. | All PALCs transformed. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|--|---|---|
| | 2004 | 2005 | 2006 |
| To monitor and evaluate the delivery of outcomes-based education in the GET band with particular focus on Public Adult Learning Centres. | A set of nationally agreed upon performance indicators for curriculum implementation, management of information, and organisation and governance applied in at least (60%) of Public Adult Learning Centres. | A set of nationally agreed upon performance indicators for curriculum implementation management of information, and organisation and governance applied in at least (80%) of Public Adult Learning Centres. | A set of nationally agreed upon performance indicators for curriculum implementation management of information, and organisation and governance applied in all Public Adult Learning Centres. |
| | Quality and a variety of LTSMs are developed and used in PALCs. | Quality and a variety of LTSMs are developed and used in PALCs. | Quality and a variety of LTSMs are developed and used in PALCs. |



CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCE PLANNING

Directorate: Teacher Development

Purpose: *Ensure a quality, competent and caring cadre of teachers capable of delivering quality learning.*

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|---|---|
| | 2004 | 2005 | 2006 |
| To ensure effective teacher preparation for the implementation of the Revised National Curriculum Statement. | Intermediate Phase teachers orientated for the implementation of the RNCS. | Grades 7 (Senior Phase) and 10 (FET Schools) teachers orientated for the implementation of the RNCS and NCS respectively. | Grades 8 (Senior Phase) and 11 (FET schools) teachers orientated for the implementation of the RNCS and NCS respectively. |
| | Survey conducted to monitor Foundation Phase implementation of the RNCS. | Continued monitoring of Intermediate Phase implementation of the RNCS. | Survey conducted to monitor Grade 7 and 10 implementation of the RNCS and NCS respectively. |
| To ensure a policy environment for effective teacher education and support of high quality. | A policy framework for a coherent teacher development strategy in place. | Teacher development strategy communicated to teachers and Higher Education Institutions. | Teacher Education Programme audit in place. |
| To ensure that teachers in the system meet the minimum required levels of qualifications (currently REQV 13 and later REQV 14)s. | Implementation of the National Professional Diploma in Education (NPDE) monitored and supported. | Implementation of the National Professional Diploma in Education (NPDE) monitored and supported. | Implementation of the National Professional Diploma in Education (NPDE) monitored and supported. |
| To create a critical mass of competent and qualified teachers for gateway subjects across the system. | Support programmes for Foundation, Intermediate and Senior Phase teachers registered for the Advanced Certificate in Education (ACE) in Mathematics, Science and Technology (MST) are in place. | Support programmes for Foundation, Intermediate and Senior Phase teachers registered for the Advanced Certificate in Education (ACE) in Mathematics, Science and Technology (MST) are in place. | Support programmes for Foundation, Intermediate and Senior Phase teachers registered for the Advanced Certificate in Education (ACE) in Mathematics, Science and Technology (MST) are in place. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|--|---|---|
| | 2004 | 2005 | 2006 |
| To enhance the professional status and improve the morale of teachers. | The 2004 National Teaching Awards (NTA) are held to identify and acknowledge Best Practice. | The 2005 National Teaching Awards (NTA) are held to identify and acknowledge Best Practice. | The 2006 National Teaching Awards (NTA) are held to identify and acknowledge Best Practice. |
| | A strategy for an intensive campaign on the national status and profiling of the Teaching profession in place. | The intake of students registering for teacher training increased by at least 20%. | The intake of students registering for teacher training increased by at least 30%. |
| | An induction and orientation programme for newly qualified teachers in place. | All provinces receive induction and orientation programme. | Support programme for provinces in the implementation of the orientation programme in place. |
| To equip teachers (PRESET and INSET) for teaching about HIV and AIDS. | Provincial Officials trained to deliver HIV and AIDS to teachers (INSET). | 30% of teachers trained. | 60% of teachers trained. |
| | HIV and AIDS PRESET modules on peer education management are in place. | PRESET national training programme in place. | Short courses and full qualification training programmes on peer education, basic counselling accessible to teachers. |



Subdirectorate: Educator Qualifications and Programmes

Purpose: *To evaluate education programmes and qualifications for employment in education.*

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|--|--|--|
| | 2004 | 2005 | 2006 |
| To develop and maintain Norms and Standards for Educators and the criteria for the evaluation of qualifications for employment in education. | Revised policy documents have been gazetted. | Revised policy documents have been gazetted. | Revised policy documents have been gazetted. |
| | Higher Education Institutions have designed and submitted new/ revised teacher education programmes for approval. | Higher Education Institutions have designed and submitted new/ revised teacher education programmes for approval. | Higher Education Institutions have designed and submitted new/ revised teacher education programmes for approval. |
| | New programmes have been evaluated, approved and accredited. | New programmes have been evaluated, approved and accredited. | New programmes have been evaluated, approved and accredited. |
| | Provincial evaluators are interpreting and implementing the policy competently and correctly. | Provincial evaluators are interpreting and implementing the policy competently and correctly. | Provincial evaluators are interpreting and implementing the policy competently and correctly. |
| | All individual qualifications received have been evaluated in accordance with the policy, approved by the Evaluation Committee and the applicants/ provinces are informed of the outcome within six weeks. | All individual qualifications received have been evaluated in accordance with the policy, approved by the Evaluation Committee and the applicants/ provinces are informed of the outcome within six weeks. | All individual qualifications received have been evaluated in accordance with the policy, approved by the Evaluation Committee and the applicants/ provinces are informed of the outcome within six weeks. |
| | New learning programmes have been developed, accredited and approved. | New learning programmes have been developed, accredited and approved. | New learning programmes have been developed, accredited and approved. |

Directorate: Education Management and Governance Development

Purpose: *Ensure properly qualified, competent and visionary leadership at school and district levels in support of quality learning and teaching.*

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|---|---|
| | 2004 | 2005 | 2006 |
| To prepare and support school principals and school management teams for the implementation of the Revised National Curriculum Statement. | SMT members in primary schools (intermediate phase) able to manage implementation of RNCS to standards required and know how to access support and training if needed. | SMT members in primary schools (senior phase) able to manage implementation of RNCS and access training/support where needed. | |
| Delivery of programme to support and empower women managers in the system and potential women managers (Women in and into Management and Leadership Positions [WIIM] Programme). | Key provincial trainers in all provinces prepared to roll out training and support using the manuals developed in 2002-3. Women managers and potential managers in the system identified and put in a national database. | All provinces have a provincial WIIM programme or are using national WIIM programme. System established to monitor the access of women to management posts. 10% of relevant women managers trained. | Implementation of the programme in all provinces running efficiently with DoE support. 30% of relevant women managers trained. |
| To provide teachers with co-operative discipline methods as alternatives to corporal punishment. | Key provincial and nodal area trainers trained using guide supporting 'Alternatives to corporal Punishment'. 50% of sample schools where training undertaken able to implement co-operative discipline approaches. | Key district officials trained using guide supporting 'Alternatives to Corporal Punishment'. 70% of sample schools where training undertaken able to implement co-operative discipline approaches. | Key district officials supported in their training using guide supporting 'Alternatives to Corporal Punishment'. 80% of sample schools where training undertaken able to implement co-operative discipline approaches. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|---|--|
| | 2004 | 2005 | 2006 |
| To establish a national Education Management Institute. | The form and purpose of such an institute researched and report produced. | Process of setting up such an institute initiated. | Centre established. |
| To build the capacity of school management teams (and especially principals) and strengthen school management systems and effective management at school level. | Drafting and distribution of the national education management guidelines completed. | Education management guidelines distributed to all provinces and districts. | Use of the guidelines monitored and revised where needed. |
| | Initiated development of the school governance guidelines. | School governance guidelines completed and distributed. | |
| | Standard Generating Body for education management develops 3 priority qualifications and SAQA approves them. | Comprehensive education management qualification structure launched. Skills programmes taking education managers from initial management skills, through induction to principalship and education leadership courses to mentorship programmes for lead managers in place nationally. | 5% of managers and potential managers are registered for relevant education management qualifications. |
| | Number of schools with school development plans and access to Section 21 status rises through monitoring and support provided to provincial EMGD co-ordinators. | Over 60% of schools nationally have Section 21 status and over 90% of schools sampled have a school development plan. | Over 65% of schools nationally have Section 21 status and over 95% of schools sampled have a school development plan. |
| | Procedure and forms to monitor improvement in the implementation of school policies and procedures towards self-management established. | 50% of sampled schools show a measurable improvement in the implementation of policies and procedures towards self-management. | 75% of sampled schools show a measurable improvement in the implementation of policies and procedures towards self-management. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|---|---|
| | 2004 | 2005 | 2006 |
| | Guidelines for intervening in support of struggling schools established with provincial EMGD coordinators. | Guidelines for intervening in struggling schools used in all provinces successfully. | Monitor use of guidelines in provinces. |
| | Initial training on the use of the School Record Manual in all provinces completed. | 60% sampled districts and schools are using School Records Manual as observed through monitoring visits. | 75% sampled districts and schools are using School Records Manual as observed through monitoring visits. |
| | School support cluster research with NGO partner published and programme of action defined. | Majority of schools in nodal areas involved in supported clusters. | Most districts have active and effective support structures operating at school level. |
| To deepen and improve school governance. | Operational plan in place taking forward key findings including: review and revision of training approach and structural provisions for governance of school governance. | Improved approach to training SGB members implemented. | New SGB elections held successfully. |
| | A national database of all school governing bodies and their members launched. | Database finalised and tested for accuracy. | Database updated with names of new SGB members. |
| To improve community understanding of their roles and responsibilities related to schools. | Rights and Responsibilities pamphlets covering a) issues of admissions and fees b) policies, duties and responsibilities of parents and of schools to each other developed, printed and 3 million distributed via Home Affairs offices, social pension pay points, clinics, police stations, and education offices and sites. | Pamphlets updated, printed and distributed as creatively as possible. 5 million pamphlets distributed nationally in 6 languages. | Pamphlets updated, printed and distributed as creatively as possible. 3 million pamphlets distributed nationally in 5 languages. |
| | Toll free schools governance line advertised and fully operational all year. Statistics from line collected and collated. | Increase in number of calls annually. Statistics from line collected and collated. | Continued increase in number of calls annually. Statistics from line collected and collated. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|---|--|
| | 2004 | 2005 | 2006 |
| To assist provinces in appropriate training of Representative Councils of Learners to better perform their functions. | 30% of RCLs in nodal areas are actively involved in SGB activities and meetings. | 50% of RCLs in nodal areas are involved in SGB activities and meetings. | 50% of RCLs in sampled schools are involved in SGB activities and meetings. |
| To assist provinces in the management of the impact of HIV and AIDS on schools. | Programme of training for primary school SMTs and SGBs based on three HIV management guides to develop school HIV and AIDS operational plans supporting school HIV and AIDS policies established and 30 schools trained per province. | 60% of schools in nodal areas have school HIV and AIDS policy and operational plan in place. | 70% of sampled schools nationally have school HIV and AIDS policy and operational plan in place. |
| | District HIV and AIDS management plans in place in 18 nodal districts. | District HIV and AIDS management plans in place in 50% of districts. | District HIV and AIDS management plans in place in all (91) districts. |
| | School level and district level support structures and systems for learners and teachers affected by HIV and AIDS in selected nodal area schools established. | Support structures for learners and teachers affected by HIV and AIDS extended to all nodal areas. | Support structures for learners and teachers affected by HIV and AIDS extended to all areas of high risk nationally. |
| To improve management of Education Districts. | Programme of training for district directors (PL6) established. 91 district directors trained. | Indicators show that selected districts are becoming more effective. | Less than 10% of districts are considered to be failing or struggling. |
| | Report on good practice in districts published. | Indicators of good practice used to improve district organisation and management in 6 struggling districts. | District management of schools increasingly linked to municipal oversight and management of schools. |





BRANCH: FURTHER EDUCATION AND TRAINING

Purpose: To build and expand access to a responsive, flexible quality FET system that enhances the life-chances of all South Africans by accelerating the provision of appropriate skills and the promotion of values and beliefs espoused in the Constitution.



**CHIEF DIRECTORATES: CURRICULUM AND ASSESSMENT
NATIONAL EXAMINATIONS AND ASSESSMENT
OPEN AND INNOVATIVE LEARNING**

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|--|---|--|
| | 2004 | 2005 | 2006 |
| To improve the quality of learning and teaching in FET institutions. | SCHOOLS | | |
| | Subject statements for additional subjects developed. | LTSMs developed for the additional subjects. | NCS Grades 10 –12 introduced in Grade 10. |
| | Teacher supply and training needs determined and teacher preparation strategy developed. | Teacher preparation strategies implemented, monitored and reviewed. | Teachers ready to implement new curriculum and ongoing teacher development rolled out. |
| | English Second Language strategy developed and distributed. | Programmes for teachers for English 2 nd language in place and adopted by provinces. | Implementation of Eng 2 nd language strategy strengthened. |
| LTSM development strategy designed. | LTSM developed and distributed. | LTSM available in schools. | |

branch: further education and training



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|---|--|
| | 2004 | 2005 | 2006 |
| | Strategy for the testing of the key aspects of the new curriculum developed. | Key aspects of the statement tested and analysed. | Consolidation and implementation of the findings regarding conditions for successful implementation. |
| | Conduct an analysis of the performance of the Grade 10 class of 2003 and develop measures to improve teaching and learning. | Consolidate assessment and finalize preparations for the matriculation examination. | Conduct an analysis and report on the performance of the grade 12 class of 2005. |
| | A strategy for the training of district curriculum support staff, governing bodies and SMT's is developed. | The 2005 strategy is rolled out in provinces. | Strategy is monitored and a review plan is designed. |
| | COLLEGES | | |
| | Develop the academic policy for TVET programmes to replace NATED 190. | Test the policy in selected programme clusters. | Implementation of the TVET academic policy. |
| | A national skills needs driven framework based on institutional capacity and planned trajectory is developed. | Consultations, testing and adoption, of the programme and its implementation plan. | Implementation of the programme delivery framework in line with the new funding regime for FETC. |
| | College Educator needs and supply determined and communicated. | Provincial Educator development plans developed via college HRD Plans. | A special teachers development programme implemented. |
| Norms for College TVET Educators and Non Educators developed. | Norms and standards adopted and implemented. | | |

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|--|--|--|
| | 2004 | 2005 | 2006 |
| To design the institutional landscape and develop the capacity to deliver quality programmes. | SCHOOLS | | |
| | The landscape for Senior Secondary Schools is defined and a national framework for the schools landscape designed. | Provinces use the framework to design provincial plans and linked to curriculum redress strategies. | Progressive implementation of the framework commences. |
| | A policy framework for schools of focussed learning is developed. | National norms and standards set and implementation strategy developed. | Strategy monitored and reviewed. |
| | COLLEGES | | |
| | FET Colleges are supported in setting set up Academic Boards, Student Support Services, Marketing Committees and partnerships and linkages. | Strategies for student support, college marketing and curriculum development further implemented supported by partnerships and linkages. | College curricular reviewed as implemented and reports compiled. |
| | Policy guidelines, strategies and programmes for student support, curriculum development, marketing strategies and partnerships are developed. | Colleges use the guidelines and programmes to strengthen the key areas and meet college targets. | Review institutional progress on the key aspects and produce recommendation for empowerment. |
| | Monitor and report on the implementation of institutional plans and set new targets for the next MTEF. | Review progress focussing specifically on student support systems and partnerships including collaboration with SETAS, HE and industry. | Trend analysis report compiled and new natural targets set. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|--|---|---|
| | 2004 | 2005 | 2006 |
| | Colleges develop plans to consolidate college sites and set up appropriate information systems. | Review new FET landscape and support consultations on consolidation and implementation of plans. | Progress reviewed and new targets set. |
| | Initiate provisional registration of private FET Institutions. | Complete provisional registration of private FET institutions. | Review registration process. |
| | Develop a regulatory framework for the design and delivery of Learnerships in partnership with Department of Labour. | Implement the framework for the enhanced delivery of Learnerships. | Review and report on the implementation of the framework. |
| To conduct credible assessment and quality practices in FET Schools and Colleges. | SCHOOLS | | |
| | Improved security of the examination and assessment system as well as of historic data – phase 1. | Improved security of the examination and assessment system as well as of historic data – phase 2. | Improved security of the examination and assessment system as well as of historic data – phase 3. |
| | A trend analysis on Senior Certificate participation and performance over the last five years conducted. | | A comparative analysis of the performance of the grade 12 cohort of 2005 conducted. |
| | A framework and implementation plan for a standardised assessment system developed. | Implemented plan adopted and preparations for the roll-out in grade 10 made. | Standardised assessment system implemented, monitored and revised. |
| | Develop assessment regimes for the new outcomes based curriculum. | New assessment regime and practices tested. | New assessment practise implemented. |

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|--|---|---|
| | 2004 | 2005 | 2006 |
| | Senior Certificate examinations conducted freely, fairly and incident free. | Senior Certificate examinations conducted freely, fairly and incident free. | Senior Certificate examinations conducted freely, fairly and incident free. |
| | COLLEGES | | |
| | New TVET assessment regime and quality management guidelines for colleges developed. | New TVET assessment regime tested. Consultative on and adoption of quality management guidelines for colleges. | New TVET assessment regime implemented. Implementation of new quality management guidelines. |
| | To respond to the need for scarce skills and HRD priorities. | Compile a national inventory for special programmes in mathematics, science and English second language. | Use the database to strengthen delivery of mathematics and science programmes. |
| Implementation of the plan to consolidate, widen and deepen the National Strategy for Mathematics Science and Technology Education. | | Monitor and evaluate implementation and review the set targets. | Monitor and evaluate progress. |
| Finalise the FEET e-learning policy and develop an implementation plan and evaluate and quality promotion system. | | Support the strategy roll out of the ICT strategy and regulate the dealing of e-learning. | Review and the implementation and present a consolidation plan. |
| Develop a strategy for the delivery of skills to unemployed youth. | | Youth seeking work experience are placed in internship programmes. | Youth seeking work experience are placed in internship programmes. |
| A framework and policy guidelines for Schools of Focused Learning finalised. | | A nationally coordinated implementation plan in place. | Roll out of the strategy in line with the curriculum redress implementation targets. |





BRANCH: QUALITY PROMOTION & DEVELOPMENT

Purpose: To provide strategic direction for the development of policies and programs to ensure access to quality education for all learners in the system and to monitor and report on the performance of the system at regular intervals.



CHIEF DIRECTORATE: SPECIAL PROGRAMMES IN EDUCATION

Directorate: Race And Values In Education

Purpose: To monitor, evaluate and co-ordinate issues of race and values in education.

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|--|--|
| | 2004 | 2005 | 2006 |
| To ensure that all education institutions reflect the ethos and principles of the Constitution. | Most prominent schools by province, previously experiencing difficulty in dealing with challenges of integration and the implications of the values of the Constitution, demonstrating adherence to the values in relation to school ethos, policies and practices. | Additional cohort of schools previously experiencing difficulty in dealing with challenges of integration and the implications of the values of the Constitution, demonstrating adherence to the values in relation to school ethos, policies and practices. | Significant reduction of numbers of schools experiencing difficulties in dealing with challenges of integration and the implications of the values of the Constitution, demonstrating adherence to the values in relation to school ethos, policies and practices. |
| | Piloted strategy for whole-school development with regard to the implications of the Constitution for school ethos, policies and practices. | Increased awareness amongst SGB members, SMT members and RCL members on the implications of the values of democracy, dignity, equity and accountability for leadership, governance and management. | Examples of best practice and advocacy of strategies for whole school development shared with all provincial and district officials working with institutional development. |

branch : quality promotion & development

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---------------------|---|---|---|
| | 2004 | 2005 | 2006 |
| | All training programmes for SGBs, managers, SMTs and RCLs contain modules on how to govern schools in relation to the values of the Constitution. | Evidence of use of guidelines in policies and practices of SGBs and SMTs. | |
| | Guidelines to all schools on how to manage schools in relation to the values of the Constitution. | | |
| | Strategy for racial integration approved: an intervention to reduce racial conflict in schools experiencing specific problems around issues of race. | Decreasing number of racial incidents at schools. | Decreasing number of racial incidents at schools. |
| | Structures in place to support schools around issues of racial integration. | | |
| | Every school raises the national flag, sings the national anthem and displays the other national symbols. Special materials on the first decade of democracy and the Constitution to all schools. | | |
| | Advocacy to all schools via SGBs, SMTs and RCLs showing the links between the value of democracy at school level, and the local and national elections. | Evidence of increased sensitivity of leadership and management structures to the links between democracy in the school and civic participation. | |

branch : quality promotion & development



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|--|--|---|
| | 2004 | 2005 | 2006 |
| | Higher Education institutions are engaged around issues of the values of the Constitution. | All Higher Education institutions show increased awareness of issues of the values of the Constitution. | Higher Education institutions previously experiencing difficulty with the challenges of integration and the implications of the values of the Constitution, demonstrating adherence to the values in relation to ethos, policies and practices. |
| To ensure that all schools are supported to reflect the values of the Constitution. | Key personnel in school support structure closest to school trained to render support to schools in order to reflect the values of the Constitution in the school ethos, policies and practices. | Minimum of one official per district/circuit and cadre of key managers in selected districts/circuits trained in Values of the Constitution and Human Rights. | |
| | Support network for schools in place for schools requiring support in order to reflect values in school ethos, policies and practices. | Support network in place for schools requiring support in order to reflect values in school ethos, policies and practices. | Support network in place for schools requiring support in order to reflect values in school ethos, policies and practices. |
| | An instrument which monitors compliance with the values of the Constitution has been developed and is used in all provinces. First monitoring report to the Minister. | Monitoring on compliance with the values of the Constitution included in all national and provincial DoE monitoring instruments, including EMIS and Whole School Evaluation. | Decrease in incidence of racial and other forms of discrimination and increase in incidence of best practices. |
| | Database of racism and human rights violations available. | | |
| To ensure that all teacher development programmes prepare teachers to teach in a manner which reflects the values of the Constitution. | All inset programmes for retraining teachers in line with the RNCS reflect the values of the Constitution and monitoring of this requirement. | All inset and preset programmes are required to prepare teachers to teach in a manner, which reflects the values of the Constitution – and monitoring of this requirement. | Ongoing monitoring: Increased number of teachers capacitated to integrate values of the Constitution into their teaching. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|--|---|--|
| | 2004 | 2005 | 2006 |
| | Support materials for teachers in each GET phase and FET to 1800 schools in selected districts, enabling successful teaching of values and human rights across the curriculum. | Support materials for teachers in each GET phase and FET to all schools in selected districts, enabling successful teaching of values and human rights across the curriculum. | |
| To promote social cohesion through celebrating unity in diversity within a South African and broader continental identity. | Schools celebrate national days and are encouraged to develop programmes on significant South African and international days. | All schools celebrate national days; and are encouraged to develop programmes around significant South African and international days. | Increased awareness of unity in diversity within a South African and broader continental identity. |
| | Advocacy materials on Africa Day in place in all schools with a particular focus on combating xenophobia. | Decreased incidence of xenophobia at schools. | Increased acceptance of refugees and foreigners in schools. |
| To ensure that all youth are able to participate as active and responsible citizens. | A pilot strategy is in place to ensure that the youth is involved in moral regeneration. | The pilot strategy to ensure that the youth is opposed to corruption and crime is extended to five provinces. | |
| | Increased awareness of the importance of democracy, civic responsibilities, including freedom of participation and reconciliation. | Youth involved in community projects during holidays. | The strategy is extended to all provinces. Active opposition to crime and corruption is apparent. |
| | Increased youth participation in the national elections. | All learners participate in governance processes in schools. | |
| | | Increased youth participation in local government elections. | |

branch: quality promotion & development



Directorate: School Safety

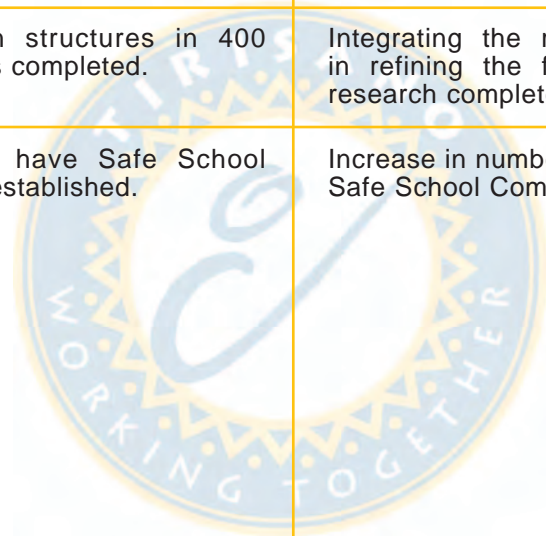
Purpose: To protect the innocence of young people by ensuring that schools are turned into safe and nurturing environments.

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|--|---|--|
| | 2004 | 2005 | 2006 |
| To support schools facing challenges of safety. | Profile of schools and communities experiencing extreme challenges of safety finalised and strategies developed. | The intervention and preventative programmes are run in these areas. | Sustaining and consolidating the interventions. |
| | All schools experiencing extreme challenges of safety have school safety plans. | Reduction in number of incidents reported. | Further reduction in number of incidents reported. |
| | School safety structures set up in all schools experiencing extreme challenges of safety. | School safety structures functioning well in all schools. | Noticeable reduction of crime in all schools. |
| | Programme for dealing with antisocial behaviour developed and implemented in schools. Learners from these schools trained in self-defence. | Training is sustained within the school safety strategy. | Training is rolled out to remaining schools in the country. |
| | Schools in hotspot areas participate in school beautification programmes. | All schools are implementing beautification programmes. | Monitoring, and upgrading of facilities. |
| | Schools in hotspot areas are adequately fenced and are provided with minimum security measures. | Hotspot schools are adequately fenced and have minimum security measures. | All schools in hotspot areas are adequately fenced and have minimum security measures. |
| | Schools in hot spots are declared as weapon free zones and are supported. | Majority schools in hot spots are declared weapon free zones. | All schools in hot spots are declared weapon free zones. |
| | School managers, SMTs, RCL and school safety teams trained in conflict resolution. | Training rolled out to all schools. | Significant decrease in conflict in schools. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|---|--|
| | 2004 | 2005 | 2006 |
| To develop an effective and supportive monitoring system. | Safe Schools Call centre is fully functional and schools are aware of it. | The call centre data used to inform school safety strategies and other programmes. | Increase in use of call centre. |
| | Interactive website set up to enhance support and provide information. | A database of service providers and support systems available on website. | Increase in number of hits on website. |
| To ensure that the national policy and guidelines on substance abuse prevention and management are implemented. | Guidelines and policy on the substance abuse distributed to all nodal area and hotspot schools. | All schools in nodal areas are familiar with the national policy and guidelines on substance abuse prevention and management. | All schools are familiar with the national policy and guidelines on substance abuse prevention and management. |
| | Master trainers trained on drug abuse policy and guidelines in nodal areas. | All schools receive training on the policy and guidelines, conducted by Master trainers. | All schools have policy and guidelines on substance abuse and have received training. |
| | Resource persons and identified organizations support rolling out of policies in nodal areas. | Teachers and SMT members in all schools trained in implementing policy and guidelines. | Reduction in number of drug abuse cases. |
| To create an enabling safe environment at schools. | School Safety framework finalised and distributed to all schools. | Training on framework rolled out in nodal area schools. | Training ongoing in all schools. |
| | Training on the signposts for safe schools workbook completed in all provinces. | Training on signposts rolled out in all schools. | Visible community ownership of schools exist. |
| | Schools in nodal areas are declared as weapon free zones and are supported. | Majority of schools outside nodal areas are declared weapon free zones. | All schools are declared weapon free zones. |

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|--|---|
| | 2004 | 2005 | 2006 |
| To enhance physical environments in support of school safety. | Schools in nodal areas participate in school beautification programmes. | All schools are implementing beautification programmes. | Monitoring, and upgrading of facilities. |
| | Schools in nodal areas are adequately fenced and are provided with minimum security measures. | Nodal area schools are adequately fenced and have minimum security measures. | All schools are adequately fenced and have minimum security measures. |
| To develop structures and processes to support and monitor safe schools at all levels. | Research on structures in 400 nodal schools completed. | Integrating the recommendations in refining the findings of 2004 research completed. | |
| | 400 schools have Safe School Committees established. | Increase in number of schools with Safe School Committees. | All schools have functioning Safe School Committees and structures. |



Directorate: School Enrichment Programmes

Purpose: *The broad goal of this directorate is to ensure access and promote active participation of ALL learners in sport, arts and culture in schools. This goal will be achieved through the following strategic objectives.*

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|--|---|---|
| | 2004 | 2005 | 2006 |
| To promote social cohesion through school sport, arts and culture. | Provincial and national school sports games take place for athletics and ball games. | Provinces co-ordinate school sports programme in more than five codes. | Annual school sport games take place in all provinces. |
| | A programme on AMASIKO (customs) as told by elders is initiated and piloted. | Programmes to celebrate the different customs in place in all provinces. | Developed resources on customs distributed to all provinces. |
| | Indigenous arts and culture celebrations takes place in all provinces. | Arts and cultural events run successfully in all provinces. | |
| | Partnership initiatives in place to promote sports, arts and culture. | Partnership initiatives targeting youth in place. | Programmes targeting out of school youth implemented. |
| To strengthen arts, sport and culture in the curriculum. | Teacher development initiatives for sports, arts and culture teachers initiated. | An accredited qualification for sports, arts and culture teachers in place (ACE programme). | The ACE implemented in all provinces. |
| | National programmes for sport, arts and culture initiated. (Human Movement and Life Skills programme). | Bursary scheme for talented youth and teachers initiated. | Bursary scheme for talented youth implemented in all provinces. |
| | National audit in all provinces initiated. | National programmes for sport, arts and culture implemented in all provinces. | New arts and culture genres introduced in schools. |

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|--|--|
| | 2004 | 2005 | 2006 |
| | National co-ordinating committee approved. | National audit results published and circulated in all provinces. | Resource for teachers in Human Movement and Life Skills developed and implemented. |
| | Calendar of activities for school sport arts and culture in place. | National calendar for school sport, arts and culture published in all national newspapers. | |
| To develop and implement a legislative policy framework with regard to school sport, arts and culture. | School sport policy guidelines in place. | School sport policy guidelines implemented in all provinces. | All provinces have their school sport policies/guidelines. |
| | A framework to regulate competitive school sport in place. | Teacher provision policy focusing on supply and demand initiated. | Teacher provision policy on supply and demand implemented in all provinces. |
| | A national strategy for arts and culture in schools developed. | Partnership with structures coordinating competitive school sport established. | |
| | | A national strategy for arts and culture implemented in all provinces. | |
| To promote access to school sport, arts and culture facilities. | Discussions with the SALGA and SRSA on the usage of facilities for school sport, arts and culture programmes initiated. | Partnership with SALGA and SRSA on the usage of facilities reached. | The framework to share sports, arts and culture facilities implemented in all provinces. |
| | | A framework to share sports, arts and culture facilities developed. | |



Directorate: Gender Equity

Purpose: *To ensure that there is no discrimination directly or indirectly on grounds of gender, sex, marital status, sexual orientation, age and culture.*

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|--|---|---|
| | 2004 | 2005 | 2006 |
| To uphold the principles of human rights and human dignity. | Guidelines on attitudes changes towards upholding the human rights and human dignity. | Effective monitoring and support and increased awareness of the rights of others. | An increased awareness within the school community members on human rights issues. |
| | Schools able to deal with the social issues of Learner Pregnancy and HIV and AIDS in a manner that upholds human rights and human dignity. | Many learners are given access to harassment free schooling. Increased reporting on violation cases. | Reduction in expulsion of pregnant girl learner in schools. |
| | | Code of conducts that comply with the Constitution in schools. | Gender and HIV AND AIDS issues responded to in a holistic approach. |
| To ensure gender equity in the system and in schools. | Schools able to deal with the social issues of Learner Pregnancy and HIV and AIDS in a manner that upholds human rights and human dignity. | Education sector policies in line with legislation on promoting gender equity. | Co-ordinate training on gender sensitivity, planning and analysis for teachers, management and other officials. |
| | Structures in place to deal with gender issues in provinces. | Improved co-ordination of gender mainstreaming in provinces. | Improved co-ordination of gender mainstreaming in provinces. |
| | One district official and one teacher per school in all provinces trained in equity in the classroom. | Gender responsive programs in place within the Department. | Gender issues are handled in a professional manner by trained officials. |

branch : quality promotion & development



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|--|--|---|
| | 2004 | 2005 | 2006 |
| | Learners debate, engage and interact in a gender sensitive way. | | |
| | Teachers trained in selecting gender sensitive LSM. | Schools select gender responsive material. | Teachers implementing equity in the classroom. |
| To develop and implement a monitoring framework for gender mainstreaming. | Monitoring framework on gender mainstreaming and compliance on human rights issues finalised. | Annual report on gender mainstreaming. | Annual report on gender mainstreaming. |
| | System for collecting data on sexual abuse and harassment set up. | Reports on sexual abuse cases available. | |
| To facilitate leadership and participation of girls in education. | Audit of girl-learner representation in RCLs and SRCs finalised. | An increase in the number of girl-learner representatives in RCLs and SRC. | 60% of girl's participation in leadership structures. |
| | Audit of the number of girls pursuing Science, Maths and Technology related subjects/ available. | An increase in the number of girls pursuing Science, Mathematics and Technology-related subjects/ careers. | 50% of girl learners enrolled in Maths, Science and Technology. |
| | Programme in place to encourage girls to participate in gate keeping subjects. | Mentoring programme in place. | Increase in the number of girls enrolled in gate keeping subjects. |
| To combat gender violence in schools. | Comprehensive strategy on combating gender based violence in schools finalised. | Key personnel trained to render support in the management of gender violence in district. | Reduced number of reported cases of gender violence. |
| | Support material distributed to all schools. | Increased awareness by community members and stakeholders of gender violence. | Increased involvement of community members on combating gender based violence in schools. |



CHIEF DIRECTORATE: QUALITY PROMOTION AND ASSURANCE

Directorate: Whole School Evaluation

Purpose: *To promote and report on whole school evaluation.*

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|---|---|
| | 2004 | 2005 | 2006 |
| To develop and maintain educational monitoring and evaluation mechanisms for tracking the performance of the education system and to report progress against set national norms and standards. | The number of trained supervisors nationally increased to 400 proportional to the size of the province on WSE Policy Implementation. | The number of trained supervisors nationally increased to 500 proportional to the size of the province on WSE Policy Implementation. | The number of trained supervisors nationally increased to 600 proportional to the size of province on WSE Policy Implementation. |
| | Further developed and customised database based on additional needs and requirements as determined by the WSE Policy. Continual training of Supervisors in Database functionality and data capturing. | Further developed and customised database based on additional needs and requirements as determined by the WSE Policy. Continual training of Supervisors in Database functionality and data capturing. | Further developed and customised database based on additional needs and requirements as determined by the WSE Policy. Continual training of Supervisors in Database functionality and data capturing. |
| | Implementation of the WSE policy in all the provinces monitored. | Implementation of the WSE policy in all the provinces monitored. | Implementation of the WSE policy in all the provinces monitored. |
| | Quality Management Systems Framework, for mediation of recommendations from WSE and SE reports, developed. | All provincial QMS units trained to mediate reports of evaluated schools and provide support. | All provincial QMS units trained to mediate reports of evaluated schools and provide support. |
| | Annual report for WSE produced, based on external evaluation conducted in 2003. | Annual report for WSE produced, based on external evaluation conducted in 2004. | Annual report for WSE produced, based on external evaluation conducted in 2005. |

branch : quality promotion & development



Directorate: Systemic Evaluation

Purpose: *To monitor and evaluate the performance of the education system and provide performance reports.*

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|---|---|
| | 2004 | 2005 | 2006 |
| To evaluate the performance of the education system at Grades 3, 6 and 9 in order to facilitate interventions for continuous improvement in teaching and learning | Foundation Phase (Grade 3) report disseminated to provinces and ensuing intervention strategies monitored. | Foundation Phase implementation of intervention strategies monitored. | Learner assessment instruments and a sample framework developed in preparation for the second cycle of Systemic Evaluation at the Foundation Phase. |
| | Intermediate Phase (Grade 6) Systemic Evaluation on a 5% sample completed. | The Intermediate Phase report disseminated to and intervention strategies discussed with relevant structures, stakeholders and the provincial departments of education. | Intermediate Phase (Grade 6) report disseminated to provinces and ensuing intervention strategies monitored. |
| | Learner assessment instruments and a sample frame developed in preparation for the Systemic Evaluation pilot study at the Senior Phase (Grade 9) in 2005. | Senior Phase pilot study conducted and a technical report produced. | Senior Phase Systemic Evaluation on a 5% sample completed. |

branch: quality promotion & development



CHIEF DIRECTORATE: HIV AND AIDS AND NUTRITION

Directorate: Nutrition

Purpose: To provide strategic leadership as well as to monitor and evaluate the National School Nutrition Programme.

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|--|---|---|
| | 2004 | 2005 | 2006 |
| To ensure adequate access to the National School Nutrition Programme by targeted schools. | The National School Nutrition Programme (NSNP) is managed by the Department of Education with a coverage of 15 650 public schools. | | |
| | Lists of feeding schools are aligned to the resource targeting lists in favour of the poor according to the School Funding Norms. | Feeding at schools in Quintiles 1,2,3 (the poorest) with a significant drop in schools at Quintiles 4 and 5 (the least poor). | No schools in Quintile 5 (the least poor) being covered. |
| | Procurement practices reviewed against government policy and the Cabinet decision of January 2002. | Service providers selected in accordance with the Cabinet decision and Government Policy. | Quantitative report on community-level participation in NSNP. |
| | A management plan for feeding Grade R in community-based ECD sites is in place. | Recommendations of management plan for feeding of Grade R in ECD sites implemented. | 80% of Grade R classes in ECD sites reached by NSNP. |
| To ensure sustainability of NSNP through the setting up of food gardens or other food security initiatives. | Project plan for food gardens or other food security projects endorsed by HEDCOM. | | |
| | | Progress report on pilot project for food gardens or other food security initiatives in place. | |

branch : quality promotion & development



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|--|--|--|
| | 2004 | 2005 | 2006 |
| To ensure strengthening of Nutrition Education in the School Curriculum. | 90 Food gardens or other food security projects piloted in nodal districts. | 90 functional food gardens or other food security projects in place in nodal districts. | More than 90 functional gardens or other food security projects in place in nodal districts. |
| | | 90 Food gardens or other food security projects in place outside nodal districts. | 180 functional gardens or food security projects in place outside nodal districts. |
| | Nutrition Education programme endorsed by HEDCOM. | | |
| | Impact study proposal endorsed by HEDCOM and SAVCA. | Progress report of impact study in place. | Progress report of impact study in place. |
| | National level activities of Nutrition Education implemented fully in collaboration with Curriculum directorate. | Provincial level activities of Nutrition Education implemented fully in collaboration with Curriculum directorate. | Report of Implementation of Nutrition Education activities in provinces in place. |

branch: quality promotion & development



Directorate: HIV and AIDS

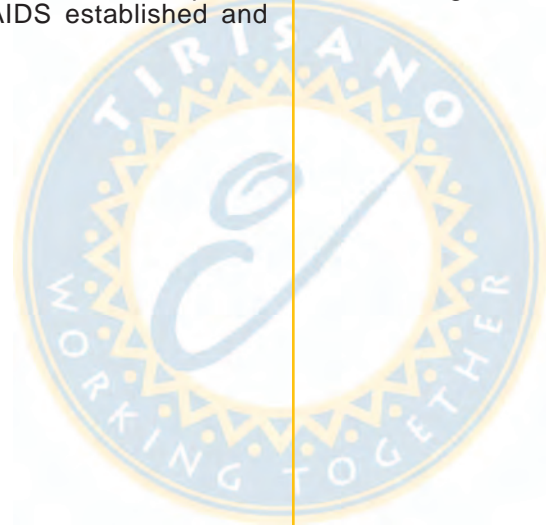
Purpose: *To develop policies on HIV/Aids and co-ordinate the HIV/Aids function in the Department and provincial education departments.*

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|--|--|--|
| | 2004 | 2005 | 2006 |
| To ensure comprehensive and integrated planning to HIV and AIDS across all levels of the system. | Strategic planning and implementation support provided to all provinces. | Co-ordinated implementation of a programme on HIV and AIDS at national and provincial level. | Reviewed strategic plans based on emerging evidence and priorities across the system. |
| | Technical support to the implementation of the system-wide HIV and AIDS strategy provided at national level. | Reviewed HIV and AIDS resource guides for provincial and district managers. | Multi-partner HIV and AIDS programme in the system consolidated. |
| To improve the understanding of the impact of HIV and AIDS on the system. | Facilitate research to increase understanding of the impact of AIDS on education system. | Trends on the impact of AIDS on teacher supply and demand monitored. | Policies reviewed based on the findings of the teacher supply and demand study. |
| | Collection of education-specific data on HIV and AIDS in order to inform Departmental responses. | HIV and AIDS indicators integrated into current EMIS. | Education planning responsive to emerging HIV and AIDS trends facilitated. |
| To monitor and evaluate the impact of the DoE response to HIV and AIDS in the system. | The review of the impact of the current life skills programme facilitated. | Lessons from the schools life skills programme incorporated into the new FET schools Life Orientation learning area. | The impact of the various aspects of the HIV and AIDS programme assessed including the SGB and parent programme. |

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|---|---|
| | 2004 | 2005 | 2006 |
| To ensure adequate access to appropriate information by all within the system. | HIV AND AIDS, TEACHERS AND LEARNERS | | |
| | Audit and review of existing information brochures and their scope. Develop promotional material on identified gaps for learners across the system. | Promotional material to address emerging evidence and trends. | Appropriate messaging developed and communicated based on identified needs. |
| | Communication on the new Anti Retroviral (ARV) programme as it relates to learners. | Facilitate the integration of appropriate ARV information into the curriculum. | |
| | HIV AND AIDS AND TEACHERS | | |
| | Information brochures for teachers on the DoE teacher programme, including the new ARV programme. | Promotional and information material on emerging evidence on HIV and AIDS is developed. | |
| | Condom dispensers distributed in all schools, and condom refill mechanism consolidated. | Condom distribution mechanism assessed and partnerships in rural areas strengthened. | Sustained condom distribution to all schools in all areas. |
| The findings of aspects of the teacher demand and supply study communicated as they emerge. | The findings of the final report of the teacher demand and supply study communicated to teachers. | Sustained media campaign built into current DoE communication with teachers. | |
| To ensure community support and public understanding of the HIV and AIDS programmes across the system. | HIV AND AIDS AND THE SCHOOL COMMUNITY | | |
| | A programme of collaboration between DoE and traditional leaders developed and implemented. | Strengthen the DoE/traditional leaders partnership on sexuality and HIV and AIDS education in traditional initiation schools. | Sustained community mobilization programme targeting all, particularly parents. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---------------------|---|--|---|
| | 2004 | 2005 | 2006 |
| | Parent resource guide on HIV and AIDS in schools distributed to all parents and its usefulness monitored. | A reviewed parent resource guide developed to deal with emerging issues. | |
| | Strategic partnerships to strengthen the impact of the DoE response to HIV and AIDS established and maintained. | Strategic partnerships maintained and strengthened. | Strategic partnerships maintained and strengthened. |





BRANCH: HIGHER EDUCATION

Purpose: To provide strategic direction in the development of an effective higher education system and to manage the government's responsibilities for the regulation of the higher education system.



**CHIEF DIRECTORATES: PLANNING AND MANAGEMENT
POLICY DEVELOPMENT**

| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|--|---|--|
| | 2004 | 2005 | 2006 |
| To produce quality graduates needed for social and economic development in South Africa. | Gazette a new policy framework for academic programmes and qualifications in higher education. | Prepare institution for the phased implementation of the new policy for academic programmes and qualifications, with particular emphasis on comprehensive institutions. | Implement the new policy framework for academic programmes and qualifications in higher education. |
| | Implement the new policy for funding public higher education institutions. | Monitor the implementation of the new policy for funding public higher education institutions. | |
| To achieve equity in the South African higher education system. | Monitor equity and graduation rate targets for public higher education institutions not established through mergers. | Monitor equity and graduation rate targets for public higher education institutions not established through mergers. | Monitor equity and graduation rate targets for all public higher education institutions including those established through mergers. |
| | Finalise the review of the role and efficacy of National Student Financial Aid Scheme (NSFAS). | | |

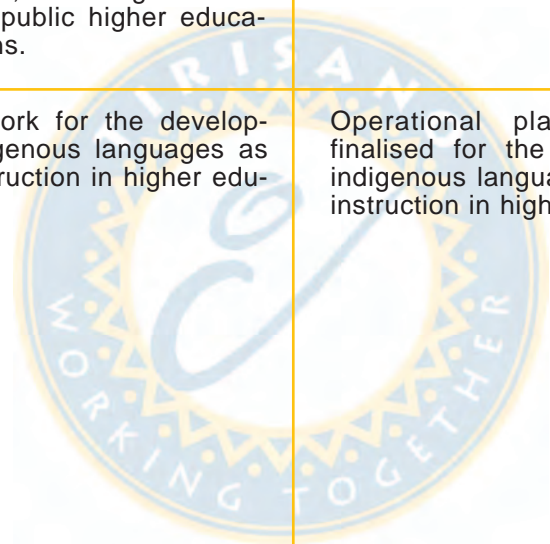
branch: higher education



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|---|---|---|--|
| | 2004 | 2005 | 2006 |
| | Finalise the framework for the establishment of a National Higher Education Information and Applications Service. | | Phased implementation of a National Higher Education Information and Applications Service. |
| | Identify three higher education institutions for focus on access and support for students with special needs. | | |
| To achieve diversity in the South African higher education system. | Support the legal implementation of institutional mergers for 2005. | Facilitate and monitor the implementation of the restructuring of institutions through technical support to institutions. | Monitor the implementation of merger plans by merged institutions. |
| | Facilitate and monitor the implementation of the restructuring of institutions through technical support to institutions. | Monitor the implementation of merger plans by merged institutions. | |
| | Determine the registration of private institutions in terms of new regulations. | Initiate a review of the annual reporting framework for private higher education institutions. | Integrate private higher education institutions into the Higher Education Management Information System. |
| To sustain and promote research in the South African higher education system. | Finalise the review of the measurements of the research outputs for the performing and creative arts. | Implement the new policy for the measurement of research outputs for public higher education institutions. | Monitor the implementation of the new policy on the measurement of research outputs with a particular emphasis on the continuous evaluation of journals. |



| STRATEGIC OBJECTIVE | PERFORMANCE MEASURES | | |
|--|---|--|---|
| | 2004 | 2005 | 2006 |
| To provide institutional support to higher education institutions. | | Develop a framework for a management information system for research outputs of public higher education institutions. | Programme fully functional in all schools and on-going support and top up resource material provided. |
| | Implement the new annual reporting framework, including financial reporting for public higher education institutions. | | |
| | Draft framework for the development of indigenous languages as media of instruction in higher education. | Operational plan and budget finalised for the development of indigenous languages as media of instruction in higher education. | |



branch: higher education





ONE-YEAR OPERATIONAL PLANS:

branch plans

Working together to build a
South African education
and training system for
the 21st century.





BRANCH: PLANNING AND MONITORING



Directorate: Physical Planning

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|---------------------------------------|--|----------------|
| <p>To develop, implement and monitor a policy of norms and standards for capital expenditures for schools infrastructure development.</p> | <p>Use the draft framework developed in 2003 as a guideline to develop norms and standards for school buildings to develop a policy for capital investment in the GET phase.</p> | <p>April 2004</p> | <p>Approval of Sub-committee.</p> | <p>R69 000</p> |
| | <p>Establish a HEDCOM Sub-committee for Physical Planning to prepare background documents.</p> | <p>March 2005</p> | <p>Four background documents completed.</p> | |
| | <p>The Subcommittee develops minimum norms and standards for GET schools infrastructure.</p> | <p>July 2005</p> | <p>Approved draft norms and standards ready for comments and discussion at provincial level.</p> | |
| <p>To develop, implement and monitor a policy of norms and standards for capital expenditures for school infrastructure development.</p> | <p>Interrogate the yearly business plans to check if capital investments are made to improve the conditions of learning in public schools.</p> | <p>1 April 2004</p> | <p>Provinces submit before the due date.</p> | <p>R25 000</p> |
| | <p>Solicit Standard Business Plans and capital infrastructure reports from provinces.</p> | | <p>Revised Business Plan and reporting tables approved by December 2004.</p> | |
| | <p>Consolidate monthly and quarterly capital infrastructure reports on budgets, and expenditures on infrastructure.</p> | <p>15th of every month</p> | | |

branch: planning and monitoring



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|---|---|--|---------|
| | Meet with provincial departments of education, Treasury and Department of Public Works quarterly to monitor progress. | Quarterly, starting 15 July 2004 | | |
| To develop, implement and monitor a policy of norms and standards for capital expenditures for school infrastructure development. | <p>Conduct situation analysis on rural education development initiatives.</p> <p>Develop an infrastructure model for rural schools.</p> <p>Finalise an infrastructure delivery model and strategy for rural and farm schools.</p> | <p>June 2004</p> <p>September 2004</p> <p>December 2004</p> | <p>Report analysis completed and ready to develop policy for rural education</p> <p>Final draft of infrastructure development model for rural schools.</p> | R70 000 |
| To develop a strategy with other relevant stakeholders to provide and improve basic services to all public schools in provincial departments. | <p>Engage various government departments on strategies to improve integrated planning and implementation with respect to the delivery of water and sanitation to schools.</p> <p>Develop a joint strategy with the DWAF to ensure accelerated provision of water and sanitation provision to schools.</p> <p>Analyse provincial infrastructure business plans to ensure that they prioritize the elimination of water & sanitation backlogs in their infrastructure business plans.</p> | <p>Ongoing</p> <p>December 2004</p> <p>Ongoing</p> | <p>National School Sanitation Strategy and National School Water Strategy.</p> <p>Reduction in water and sanitation backlogs in schools by 40%.</p> | R15 000 |

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|--|---|---|----------------|
| | <p>Provide constant feedback to provinces on the business plans.</p> <p>Monitor the delivery of water and sanitation services to schools.</p> | <p>December 2004</p> <p>Ongoing</p> | <p>Synthesis reports on the strategy and plans of provincial education departments for the elimination of water & sanitation backlogs.</p> <p>Yearly reports on delivery.</p> | |
| <p>To develop a strategy with other relevant stakeholders to provide and improve basic services to all public schools in provincial departments.</p> | <p>Meet with DME, ESKOM and provincial departments frequently to monitor the integrated planning and implementation of electrification of all public schools.</p> <p>Develop a joint strategy with DME and Eskom to ensure accelerated delivery of electricity to all public schools.</p> <p>Ensure that provincial education departments prioritise the elimination of electricity backlogs in their infrastructure business plans.</p> <p>Monitor the delivery of electricity services to schools.</p> | <p>Ongoing</p> <p>March 2005</p> <p>March 2005</p> <p>Ongoing</p> | <p>National School Electricity Strategy.</p> <p>Reduction in electricity backlogs in schools by 20%.</p> <p>Synthesis reports on the strategy and plans of provincial education departments for the elimination of electricity backlogs.</p> <p>Quarterly meeting and yearly reports on delivery.</p> | <p>R10 000</p> |

branch: planning and monitoring



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|---|--|--|-----------------------------------|
| <p>To eliminate the shortage of school infrastructure in education.</p> | <p>Ensure that provinces identify all schools where learning is taking place under trees, in the open air or in unacceptable structures as a consequence of inadequate infrastructure.</p> <p>Monitor the elimination of these instance by provinces.</p> | <p>1 April 2005</p> <p>Ongoing</p> | <p>No registered schools where learning is taking place under trees.</p> <p>Quarterly reports.</p> | <p>R20 000</p> |
| <p>To eliminate the shortage of school infrastructure in education.</p> | <p>Facilitate the implementation of donor-funded school building programmes in provincial departments.</p> <p>Construction of schools in Limpopo and Mpumalanga funded by the Japanese Grant Aid continues.</p> <p>Plan for the implementation of the European Union School Building Programme for KZN, EC and Limpopo.</p> <p>Finalise the funding agreement.</p> <p>Develop working plans for implementation in April 2004:</p> <ul style="list-style-type: none"> • Prepare job description and advertisement for the team that will manage the project; • Prepare tender specification; • Monitor programme. | <p>31 March 2005</p> <p>31 March 2005</p> <p>April 2004</p> <p>March 2004</p> <p>March 2004</p> <p>March 2004</p> <p>Ongoing</p> | <p>Completion of the construction of schools in Limpopo and Mpumalanga.</p> <p>Approved by end of March 2004.</p> <p>Approved job descriptions and advertisements.</p> <p>Tender approved.</p> <p>Monitor spending on project.</p> | <p>Donor funded (R 2 250 000)</p> |



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|---------------------------------|--|-------------------|
| <p>To develop, maintain and manage information systems to support planning, implementation, monitoring and evaluation of capital investment in Education.</p> | <p>Update the SRN 2000 from:</p> <ul style="list-style-type: none"> Data collected by provincial department via the annual survey; Edit and improve correctness from the updated School Register of Needs Information System (SRNIS) – 2003v | <p>Ongoing</p> <p>June 2004</p> | <p>SRNIS and NSRNIS updated from 2000 database to 2003 database.</p> <p>Verified and validated SRN database.</p> | <p>R25 000</p> |
| <p>To develop, maintain and manage information systems to support planning, implementation, monitoring and evaluation of capital investment in Education.</p> | <p>Research on Asset Management System used by different provincial departments of education.</p> <p>Invite service providers to present asset management systems.</p> <p>Prepare tender specification for the development of system and appoint successful provider.</p> <p>Develop a uniform Asset Management System and begin implementing in four education departments.</p> | <p>May 2005</p> | <p>Uniform asset management system approved for all departments of education.</p> | <p>R2 250 000</p> |
| <p>To build capacity and train of physical planners in all the educational departments.</p> | <p>Research on needs of physical planners in all the educational departments.</p> <p>Draft training manual for planners completed for discussion.</p> | <p>March 2005</p> | <p>Research completed and findings made available for developing a draft training manual.</p> <p>Provide a temporary draft-planning tool to be used by planners.</p> | |

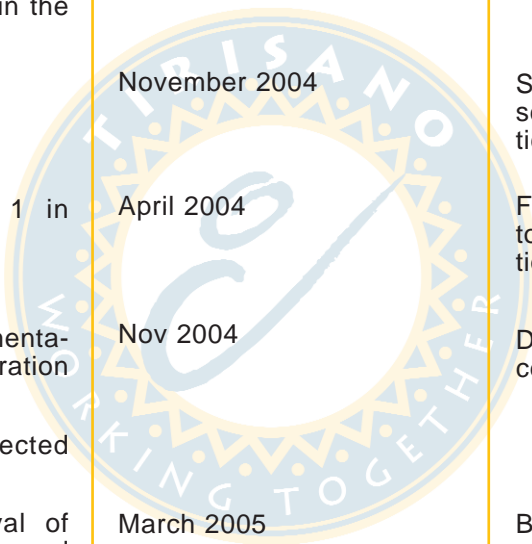
branch: planning and monitoring



Directorate: Education Management Information Systems

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|---|--|---|------------|
| To develop and implement the Education Information policy. | <p>Amend policy where required.</p> <p>Set-up standards sub-committee.</p> <p>On-going development of information standards and guidelines.</p> <p>Implement standards.</p> | <p>June 2004</p> <p>Dec 2004</p> | <p>Amendments published in the Government gazette.</p> <p>Standards sub-committee constituted and functioning.</p> <p>Standards approved by HEDCOM.</p> | R920 000 |
| To ensure ongoing systems development and enhancement. | <p>Facilitate the implementation of procedures to update master list in all provinces.</p> <p>Align surveys to comply with new standards.</p> <p>Post implementation monitoring and enhancement.</p> <p>Collect data on school fees by integrating questions on school fees in surveys.</p> <p>Reporting on school fee trends.</p> <p>Integrate learner performance data into EMIS.</p> <p>Schools data is linked to Census data.</p> <p>Develop a system for disseminating district level information on school performance.</p> | <p>March 2005</p> <p>Ongoing</p> <p>October 2004</p> <p>March 2005</p> | <p>Up to date national master list available in the Department of Education.</p> <p>Improved, better aligned and enhanced survey forms.</p> <p>Improved school fee collection reporting.</p> <p>Integrated performance and poverty data in the EMIS system.</p> | R5 186 000 |

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|---------------------------------------|---|--------|
| | Provide technical assistance to provinces for the maintenance of systems. | Ongoing | Increased measurable compliance. | |
| | Monitor provincial compliance. | Ongoing | | |
| | Provide training on manual and computerised SIMS in the next 575 schools in the nodal areas. | March 2005 | | |
| | Implement the SIMS. | November 2004 | System implemented and school management practices improved. | |
| | Implement FETPAC 1 in FET schools. | April 2004 | FETMIS system enhanced to include additional functionality. | |
| | Develop FETPAC. | | | |
| | Facilitate the implementation of the Data Integration tool. | Nov 2004 | Data Integration tool successfully implemented. | |
| | Rollout to three selected provinces. | | | |
| | Facilitate the approval of the Business Plan and secure funding for implementation of the MSP. | March 2005 | Business plan approved and funding secured, and phase 1 of MSP implemented. | |
| Implement phase 1. | | | | |
| Research and conceptualisation of the Learner Unit Record level system. | March 2005 | Research report and concept document. | | |



branch: planning and monitoring



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---------------------------------------|---|--|---|------------|
| | Draft framework for the development of an Education Computer and Database network and for pilot Implementation. | November 2004 | Framework developed and approved. | |
| To improve EMIS Data Quality. | Conduct research and develop approved data quality control systems and procedures. | November 2004 | Report accepted by senior management. | R230 000 |
| To develop and improve EMIS capacity. | Offer training to existing EMIS Personnel. Train the first cohort of EMIS interns. Provide technical support to provinces and establish a help desk. | November 2004 November 2004 March 2005 | Skilled EMIS Personnel. First cohort trained. Provinces are assisted and supported. | R2 375 000 |
| To disseminate and analyse data. | Develop the data analysis and indicator module through participation in the NESIS project. Complete the statistical indicator report for 1997-2002. Compile "At a Glance" 2003. Publication of report. Disseminate education statistical data through a web page. | November 2004 June 2005 June 2004 Ongoing | The report has been completed. Statistical indicator report completed. Published report. Web page updated. | R1 190 000 |

Directorate: Policy Support

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|-------------|---|------------|
| To facilitate organisational effectiveness by strengthening the use of education service delivery indicators. | Development of an education system Monitoring and Evaluation framework for use at national level. | March 2005 | Monitoring and Evaluation framework developed. | R85 000 |
| | Service delivery indicators assessed and developed for inclusion in 2003 report on education provision. | March 2005 | The 2003 Annual education service delivery indicator report is released. | R500 000 |
| To strengthen capacity building and skills development in education planning. | Preparations and consultations finalised for the development of an evaluation tool and proposal for an education planning internship programme. | March 2005 | Education planning skills development proposal prepared. Evaluation tool developed for assessing impact on system capacity of education planning skills development programmes. | R140 000 |
| To co-ordinate and enhance the integration of reporting on Education for All initiatives and activities. | Preparations, consultations and finalisation of all inputs required for the development of a report in collaboration with the Gender Equity Directorate. | March 2005 | Management plan and preparations finalised for 2005 Gender Equity Education for All Report. | R150 000 |
| To facilitate research and analysis to support indicative planning in education. | Investigations commissioned and carried out, and reports produced on key aspects of education resourcing and planning. | March 2005 | Completion of the final phase (Phase 2) of the costing of a minimum package for schooling. Completion of study on transport subsidy and assistance schemes. Production of a report on improving rural education interventions incorporating a profile of rural schools. | R2 000 000 |

branch: planning and monitoring



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|---|--------------|--|----------|
| | | | Completion of a study on learner dynamics in the education system. | |
| To liaise and participate in social research networks on education development initiatives. | Resources secured and preparations finalised for convening a seminar on an education development priority area. | October 2004 | One seminar convened on development issues related to education service delivery. Ongoing support and contribution to SADC regional Education Policy. | R180 000 |
| To facilitate internal training and capacity development for sustainable education planning. | Implementation of approved staff development plan. | March 2005 | Two weeks of planned professional development completed by all staff members. | R70 000 |
| To facilitate ad hoc analyses, queries, meetings, papers and advocacy presentations. | Ongoing participation, analyses and presentations on education planning, monitoring and resourcing issues. | March 2005 | Ongoing participation and presentations on education planning and monitoring issues. | R159 000 |

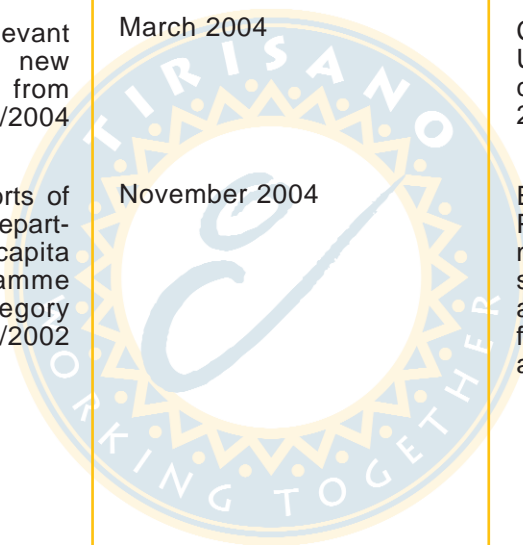


Directorate: Financial Planning

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|---|---------------|--|----------|
| To facilitate equitable distribution of financial resources and education funding relating to education policies. | Amend Norms and Standards for funding Public Schools. | August 2004 | Amended Norms and Standards for funding Public Schools. | R150 000 |
| | Publish Norms and Standards for funding ABET in Government Gazette. | August 2004 | Approved Norms and Standards for funding ABET. | |
| | Publish Norms and Standards for funding FET colleges in Government Gazette. | October 2004 | Approved Norms and Standards for funding FET colleges. | |
| | Draft Norms and Standards for funding ECD. | November 2004 | Draft Norms and Standards for funding ECD. | |
| | Draft Norms and Standards for funding Inclusive Education. | March 2005 | Draft Norms and Standards for funding Inclusive Education. | |
| To facilitate organisational and systems improvements. | Examine current expenditure problems with non-Section 21 schools. | March 2005 | A set of recommendations and guidelines regarding expenditure of non-Section 21 schools. | R32 000 |
| | Draft recommendations and guidelines for non-Section 21 schools. | | | |
| To monitor and evaluate the allocation and utilisation of financial resources in education by PEDs. | Amend budget programme structure for Provincial Education Departments. | August 2004 | Amended budget programme structure for Provincial Education Departments. Report on the Strategic Plans for Provincial Education Departments. | R150 000 |
| | Draft report on the Strategic Plans for Provincial Education Departments. | April 2004 | | |

branch: planning and monitoring

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---------------------|---|---------------|---|--------|
| | Assist with the implementation of the Chart of Accounts in Provincial Education Departments. | May 2004 | Fully implemented Chart of Accounts in Provincial Education Departments. | |
| | Draft Budget reports per Provincial Education Department emanating from the MTEC visits. | January 2005 | Budget reports per Provincial Education Department emanating from the MTEC visits. | |
| | Collect data from relevant sources to attend to new information requests from UNESCO for the 2003/2004 financial year. | March 2004 | Completed questionnaire of UNESCO statistics on education expenditure for 2003/04 financial year. | |
| | Draft expenditure reports of Provincial Education Departments indicating per capita spending per programme and expenditure category for 2000/2001, 2001/2002 and 2002/2003. | November 2004 | Expenditure reports of Provincial Education Departments indicating per capita spending per programme and expenditure category for 2000/2001, 2001/2002 and 2002/2003. | |



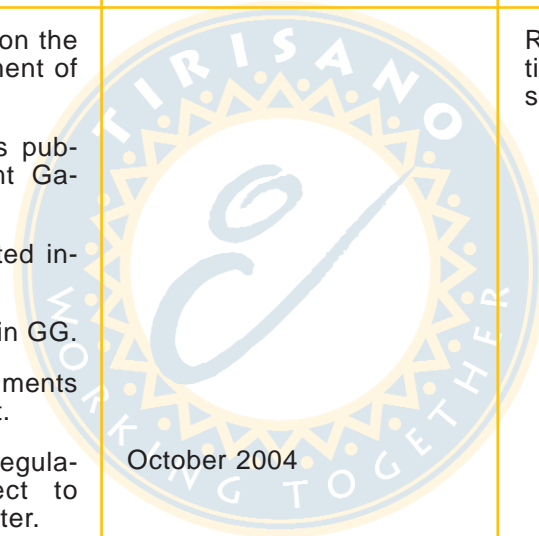
branch: planning and monitoring



CHIEF DIRECTORATE: HUMAN RESOURCE PLANNING

Directorate: Legal and Legislative Services

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|--|--|---|-----------------|
| <p>To draft legislation to be introduced in Parliament.</p> | <p>Draft the following Bills:</p> <ul style="list-style-type: none"> • Education Laws Amendment Bill, 2004. • Higher Education Laws Amendment Bill, 2004. • NQF Bill. | <p>July 2004 July 2004 December 2004</p> | <p>Education Laws Amendment Bill, 2004; The Higher Education Laws Amendment Bill, 2004 and the NQF Bill are tabled in Parliament.</p> | <p>R120 000</p> |
| <p>To draft regulations required to regulate the education system.</p> | <p>Draft the regulations on the exemption from payment of school fees.</p> <p>First draft regulations published in Government Gazette.</p> <p>Comments incorporated into the first draft.</p> <p>Publish for comment in GG.</p> <p>Incorporation of comments on merit into the draft.</p> <p>Publication of final regulations in GG subject to approval by the Minister.</p> | <p>October 2004</p> | <p>Regulations for the Exemption from the payment of school fees completed.</p> | <p>R30 000</p> |



branch: planning and monitoring



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|--|-------------------|--|-----------------|
| <p>To implement legislation and regulations.</p> | <p>Identify functions to be performed by the Minister, MEC, DG and HODs.</p> <p>Draft guidelines to assist in the implementation of the Acts.</p> <p>Assist provinces in the implementation of the Acts.</p> <p>Provide advice on draft legislation by other Departments of State.</p> | <p>March 2005</p> | <p>Guideline document on the implementation of Acts and regulations.</p> | <p>R30 000</p> |
| <p>To handle litigation cases.</p> | <p>Administering all court cases by or against the Department or Minister.</p> <p>Research of applicable legal frameworks and court cases.</p> <p>Liaison with State Attorney.</p> <p>Assist the State Law Advisors in the investigation of court cases.</p> | <p>Ongoing</p> | <p>Court judgements.</p> | <p>R832 000</p> |



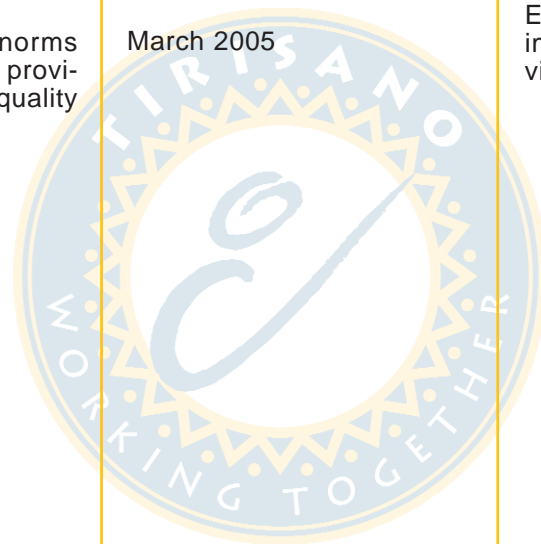
| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|--|---|--|----------|
| To develop and implement an integrated quality management system. | <p>Revise training manual for use by teachers.</p> <p>Revise instrument and other aspects of IQMS in terms of needs identified.</p> <p>Training of officials in PEDs.</p> | <p>July 2004</p> <p>March 2005</p> <p>Ongoing</p> | <p>Manual clearly understood by participants of the IQMS.</p> <p>Consistent and uniform application of the instrument.</p> <p>Officials are able to implement the system efficiently and effectively.</p> | R179 000 |
| To develop and implement a revised salary system in terms of which provision is made for salary and grade progression. | <p>Providing guidelines on the implementation of the new system.</p> <p>Workshopping the new measures.</p> <p>Training of officials in the implementation of the new system.</p> | <p>July 2004</p> <p>March 2005</p> <p>Ongoing</p> | <p>Correct understanding of the new system</p> <p>Consistent and uniform interpretation of the measures.</p> <p>Correct implementation of the new system.</p> | R150 000 |
| To develop and implement a reward and incentive system for teachers. | <p>Develop and refine a system for rewarding and providing incentives to teachers in schools.</p> <p>Negotiating an agreement on rewards and incentives for institution based teachers.</p> <p>Compiling a user friendly implementation manual for use in PEDs and institutions and assist with training of officials in PEDs.</p> | <p>July 2004</p> <p>March 2005</p> <p>Ongoing</p> | <p>Effective system that is acceptable to all concerned.</p> <p>A signed Resolution.</p> <p>Consistent and uniform application of the agreement. Officials are able to implement the system efficiently and effectively.</p> | R280 000 |

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|---|---|-----------------|
| <p>To develop norms for the allocation of posts in respect of support staff to schools.</p> | <p>Refine the model to cater for poverty levels.</p> <p>Compiling a user friendly implementation manual for use in PEDs and institutions.</p> <p>Assist with training of officials in PEDs.</p> | <p>July 2004</p> <p>March 2005</p> <p>Ongoing</p> | <p>Norms provide for fair and equitable staff provisioning to all schools.</p> <p>Consistent and uniform application of the model.</p> <p>Officials are able to implement the system efficiently and effectively.</p> | <p>R250 000</p> |
| <p>To develop post provisioning norms in respect of Inclusive Education.</p> | <p>Develop post provisioning norms in respect of Inclusive Education.</p> <p>Negotiating an agreement on post provisioning norms in respect of Inclusive Education.</p> <p>Compiling a user friendly implementation manual for use in PEDs and institutions.</p> | <p>December 2004</p> <p>March 2005</p> <p>Ongoing</p> | <p>Norms that are acceptable to all concerned.</p> <p>Agreement in ELRC.</p> <p>Officials are able to implement the system efficiently and effectively.</p> | <p>R320 000</p> |
| <p>To rationalise measures in PAM and regulations.</p> | <p>Refine and finalise amendments to the measures in PAM and in regulations.</p> <p>Workshopping the finalised PAM.</p> <p>Providing clarification to officials in PEDs.</p> | <p>July 2004</p> <p>March 2005</p> <p>Ongoing</p> | <p>Acceptance by all parties of measures.</p> <p>Consistent and uniform application of the measures.</p> <p>Officials are able to implement the measures.</p> | <p>R180 000</p> |

branch: planning and monitoring



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|--|---|-----------------|
| <p>To investigate minimum requirements in respect of provisioning in education to ensure quality education.</p> | <p>Obtain information from provinces on current norms and their effect on quality education.</p> <p>Analyse information and convert to draft norms for minimum provisioning.</p> <p>Develop minimum norms with regard to post provisioning required for quality education.</p> | <p>Sept 2004</p> <p>March 2005</p> <p>March 2005</p> | <p>Comprehensive information that enables effective analysis.</p> <p>Clear indications as to what are minimum norms required for quality education.</p> <p>Effective norms that can implemented by all provinces.</p> | <p>R310 000</p> |







BRANCH: GENERAL EDUCATION



CHIEF DIRECTORATE: CURRICULUM AND ASSESSMENT

Directorate: Early Childhood Development

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|--|-------------|---|---------|
| To ensure implementation of national policies to increase access to quality education and training for children from birth to 9 years. | Development of guidelines for conditions of service for practitioners in Grade R classes. | March 2005 | Approved guidelines for conditions of service for practitioners in Grade R classes. | R10 000 |
| | Collect, analyse, provide feedback and receive regular reports on approved provincial ECD plans. | March 2005 | 300, 000 learners enrolled in Grade R classes. | R90 000 |
| | Monitor and support the upgrading of qualifications of Grade R practitioners. | March 2005 | 80% of the 4, 500 practitioners meet the requirements of the Level 4 Early Childhood Development qualification. | R30 000 |
| To ensure effective delivery of viable ECD learning programmes to children from birth to 9 years. | Development of a sustainable model for multimedia curriculum support in collaboration with SABC Education. | March 2005 | An approved sustainable model for multimedia curriculum support in collaboration with SABC Education. | R10 000 |
| | Participate in the broadcast of Season Two and Three of Takalani Sesame on television, radio and active Outreach programme in the 4-targeted provinces: KwaZulu Natal, Eastern Cape, Northern Cape and Limpopo as well as extend to the other 5 provinces. | March 2005 | Takalani Sesame Outreach programme extended to Western Cape, Gauteng, Free State, Mpumalanga and the North West Province. | R20 000 |
| | Implement the RNCS in Grade R. | March 2005 | The Revised National Curriculum Statement is successfully implemented and supported in all Grade R classes. | R30 000 |
| | Participate in the establishment of the Foundation Phase Committee. | March 2005 | Foundation Phase Committee established. | |

branch: general education



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|-------------------|---|-----------------|
| <p>To develop and maintain operational systems for effective delivery of outcomes-based education in the GET band with particular focus on Early Childhood Development.</p> | <p>Development and approval of an integrated service delivery strategy by all relevant departments.</p> | <p>March 2005</p> | <p>Approved integrated service delivery strategy with all relevant government departments.</p> | <p>R12 000</p> |
| | <p>Collaboration with identified partners in the development of special programmes for vulnerable children.</p> | <p>March 2005</p> | <p>Identification of selected sites working with vulnerable children.</p> | <p>R10 000</p> |
| | <p>Development and approval of curriculum guidelines for children from birth to 4 years.</p> | <p>March 2005</p> | <p>Approved curriculum guidelines for children from birth to 4 years distributed to all provinces.</p> | <p>R30 000</p> |
| | <p>Development and approval of an Expanded Public Works Programme to monitor and create job opportunities for 4, 000 unemployed persons in providing special programmes for children aged from birth to 4 years.</p> | <p>March 2005</p> | <p>Approved plan for the monitoring and creation of 4, 000 job opportunities in integrated models of delivery for children from birth to 4 years through the Expanded Public Works Programme.</p> | <p>R20 000</p> |
| | <p>Organise a Southern African ECD Conference focussing on models of delivery for birth to 4 year old children.</p> | <p>March 2005</p> | <p>Models for implementation identified to inform the South African model/s of delivery.</p> | <p>R255 000</p> |
| <p>To monitor and evaluate the delivery of outcomes-based education in the GET band with particular focus on Early Childhood Development.</p> | <p>Development of a monitoring and support plan for all provincial ECD teams.</p> | <p>March 2005</p> | <p>Approved monitoring and support plan for each provincial ECD team.</p> | <p>R150 000</p> |
| | <p>To ensure the development and maintenance of the ECD Monitoring and Evaluation database.</p> | <p>March 2005</p> | <p>Updated and maintained ECD Monitoring and Evaluation database.</p> | <p>R35 000</p> |



Directorate: School Education

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|--|--|---|--------------------|
| <p>To ensure implementation of national policies to increase access to quality education and training for children of compulsory school age.</p> | <p>Formulate the School Uniform Policy.</p> | <p>June 2004</p> | <p>School Uniform Policy is promulgated.</p> | <p>R250 000</p> |
| <p>To ensure effective delivery of viable learning programmes to children of compulsory school age.</p> | <p>Support the implementation of the Revised National Curriculum Statement in the Foundation and Intermediate Phases.</p> <p>Develop an advocacy campaign for the RNCS.</p> <p>Prepare PDEs' core training teams for the implementation of the RNCS in the Intermediate Phase.</p> <p>Facilitate and support the systematic and structured integration of Religion Education in the implementation of the RNCS.</p> <p>Develop LTSM to support the implementation of the Religion and Education Policy.</p> <p>Promote and support the structured integration of Social Justice, Human Rights, Inclusivity and a Healthy Environment into the curriculum activities across all 8 Learning Areas.</p> | <p>May 2004</p> <p>July 2004</p> <p>April 2004</p> <p>October 2004</p> <p>November 2004</p> <p>July 2004</p> | <p>A National Literacy and Numeracy Strategy developed and approved.</p> <p>An advocacy campaign for the RNCS and related policies is conducted.</p> <p>Learning Area Committees established and fully operational.</p> <p>Departmental officials are trained to implement the Policy on Religion and Education.</p> <p>LTSM to support the implementation of the Religion and Education Policy are developed.</p> <p>Learning and Teaching Materials to support and facilitate environmental learning in the curriculum are developed, printed and distributed to schools.</p> | <p>R26 465 000</p> |



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---------------------|--|----------------|---|--------|
| | Co-ordinate, support and manage the structured integration of Life Skills and HIV and AIDS in the Curriculum. | Ongoing | | |
| | Adapt existing Life Skills/ HIV and Aids Learning and Teaching Support Materials to be in line with the RNCS. | Ongoing | | |
| | Develop and support the implementation of an Authentic Assessment Programme for schools in the GET Band. | May 2004 | Report on the implementation of the assessment programme in Grade 9 is published. | |
| | Develop Common Tasks for Assessment for 2004 and 2005. | November 2004 | | |
| | Develop and distribute guidelines for assessing learners in the foundation and intermediate phases. | September 2004 | | |
| | Support the implementation of the Language-in-Education Policy (LiEP) with particular attention to the 5-point strategy. | April 2004 | Reading materials for the Foundation Phase developed in the different official languages. | |
| | Reproduce reading materials for Foundation Phase schools to support the use of Home Languages in the Foundation Phase. | June 2004 | Reading materials distributed | |



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|---|--|---|--|
| | <p>Conduct a research study to determine models used in RSA for the promotion of multilingualism.</p> <p>Implement a language development programme to promote the teaching of Mathematics, Science and Technology.</p> <p>Formulate norms and standards for the development, selection and use of quality Learning and Teaching Support Materials (LTSM).</p> <p>Conduct a study to determine the cost of textbooks.</p> | <p>May 2004</p> <p>January 2005</p> <p>May 2004</p> <p>November 2004</p> | <p>Relevant LTSM structures at national level established.</p> <p>LTSM Policy promulgated.</p> | |
| <p>To develop and maintain operational systems for effective delivery of outcomes-based education in the GET band with particular focus on schools (Grades R to 9).</p> | <p>Conduct as an analysis of operational systems currently used and a study to establish systems needed for effective curriculum development and implementation.</p> <p>Develop a Curriculum Management Information System (MIS) to track implementation of OBE in Grades R to 9.</p> <p>Develop and maintain electronic Learner profiling system.</p> | <p>November 2004</p> <p>March 2005</p> | <p>Curriculum Management Information system designed and piloted in 30% of education districts.</p> | <p>R50 000</p> <p>R500 000</p> <p>R1 200 000</p> |



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|---|-------------|--|----------|
| | Employ the services of 10 persons (as part of the EPWP) to maintain the learner profiling system. | | Learner profiling system operational for all learners in Grade 9 and the Foundation Phase. | R800 000 |
| To monitor and evaluate the delivery of outcomes-based education in the GET band with particular focus on Schools (Grades R to 9). | Monitor and evaluate the implementation of curriculum and related policies in the GET Band. | Ongoing | Monitoring instruments developed. | R300 000 |



Directorate: Inclusive Education

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|---|--|--|-------------------|
| <p>To ensure implementation of national policies to increase access to quality education and training for vulnerable children.</p> | <p>Conduct an investigation into the physical and material resource needs of the 30 designated full-service schools.</p> <p>Develop tender on physical and material resource development in full-service schools.</p> <p>Field-test the guidelines of the screening, identification and assessment task team.</p> <p>Develop a personnel plan for district-based support teams.</p> | <p>October 2004</p> <p>January 2005</p> <p>March 2005</p> <p>August 2004</p> | <p>Framework for physical and material resource development in 30 Full-Service Schools in place.</p> <p>Award tender on physical and material resources for full-service schools.</p> <p>Guidelines for screening, identification and assessment development for implementation in the 30 nodal areas.</p> <p>Establish 30 district-based support teams.</p> | <p>R4 356 000</p> |
| <p>To ensure effective delivery of viable learning programmes for vulnerable children.</p> | <p>Field-Test the guidelines of the curriculum adaptation task team.</p> <p>Introduce staff, school management, and school governing bodies to the Inclusion model.</p> | <p>March 2005</p> <p>March 2005</p> | <p>Curriculum guidelines for vulnerable children completed.</p> <p>Phase II of advocacy campaign completed in 30 nodal areas.</p> | <p>R356 300</p> |

branch: general education



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|---|--------------------|--|-------------------|
| <p>To develop and maintain operational systems for effective delivery of outcomes-based education with particular focus on vulnerable children in the GET band.</p> | <p>Develop funding strategy to cost, full-service schools, special schools/resource centres and district-based support teams.</p> | <p>March 2005</p> | <p>Draft funding norms for full-service schools, special schools/resource centres and district-based support teams completed.</p> | <p>R3 650 200</p> |
| | <p>Conduct human resource development in 30 nodal areas.</p> | <p>March 2005</p> | <p>First phase of human resource development completed in 30 full-service schools, 30 special schools/resource centres and district-based support teams.</p> | |
| | <p>As part of the expanded opportunities programme create 400 work opportunities in each special school.</p> | <p>August 2004</p> | <p>Mechanism to be developed to identify, select, place and remunerate personnel.</p> | |
| <p>To monitor and evaluate the delivery of outcomes-based education in the GET band with particular focus on vulnerable children.</p> | <p>Develop monitoring and evaluation mechanism for vulnerable children.</p> | <p>March 2005</p> | <p>Monitoring and evaluation mechanism in place.</p> | <p>R300 000</p> |



Directorate: South African National Literacy Initiative

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|---|-------------|---|------------|
| To ensure implementation of national policies to increase access to quality education and training for illiterate and unemployed adults in the GET band. | Engage service providers through tender procedures to deliver literacy classes to 11 900 unemployed adult learners. | April 2004 | Tenders have been launched and awarded. Contracts and service level agreements have been concluded with service providers. | R4 507 000 |
| | Engage service providers to train and create work opportunities for 794 unemployed volunteer teachers as part of the Expanded Public Works programme. | March 2005 | Service providers have a database of unemployed volunteer teachers delivering literacy classes available. | R1 493 000 |
| To ensure effective delivery of viable learning programmes to illiterate and unemployed adults in the GET band. | Conduct advocacy campaign to heighten learner and volunteer teacher awareness of new SANLI projects. | July 2004 | Posters and pamphlets have been procured and widely distributed in all projects. | R20 000 |
| | Service providers utilise advocacy campaign to design an effective learning programme for learners under their respective contracts. | July 2004 | Learning programmes have been approved for each SANLI project in the targeted provinces. | |
| To develop and maintain operational systems for effective delivery of adult literacy programmes. | Procure and deliver Teacher and Learner Support Materials catering for 11 900 learners and 794 volunteer teachers. | July 2004 | Sufficient Learner and Teacher Support materials have been procured and distributed to all teachers and learners in SANLI projects. | R20 000 |
| | Hold workshops and meetings with Provincial and District officials of Education and service providers to establish viable Provincial Management, Administration and Delivery Support Systems for Basic Literacy Programmes. | April 2005 | A Management, Administration and Delivery Support Systems for SANLI projects is operational in all provinces. | R51 000 |

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|---|--|----------------|
| | <p>Develop an ICT-based information and deployment system in conjunction with EMIS.</p> <p>Test the ICT system on 50% of SANLI Literacy sites.</p> <p>Develop a skills enhancement programme for volunteer teachers in conjunction with AET Directorate and ETDP SETA.</p> | <p>March 2005</p> <p>March 2005</p> <p>March 2005</p> | <p>An ICT-based information system has been developed and is available for testing.</p> <p>Data for 50% of all literacy sites is captured onto the information system to test the effectiveness of the system.</p> <p>A viable programme is registered with the ETDP SETA and at least 25% of volunteer teachers have been enrolled in the pilot skills enhancement programme.</p> | <p>R99 000</p> |
| <p>To monitor and evaluate the delivery of adult literacy programmes.</p> | <p>Establish and implement a monitoring and evaluation system to track delivery of basic literacy programmes.</p> <p>Develop a database of all learners and volunteer teachers in SANLI projects.</p> | <p>March 2005</p> <p>March 2005</p> | <p>Reports of monitoring and evaluation site visits, workshops and meetings are available.</p> <p>Database of all learners and teachers in all projects is available.</p> | <p>R30 000</p> |



Directorate: Adult Basic Education and Training

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|--|---------------|---|---------|
| To ensure implementation of national policies to increase access to quality education and training for adults in the GET band. | Pilot the norms and standards for funding public adult learning centres. | December 2004 | Funding strategy and funding norms for Public Adult Learning Centres field tested in 90 PALCs. | |
| | Develop and maintain a database of demographic information and ABET provision. | April 2005 | ABET resource provision plans reflect the use of demographic information. | |
| | Set national enrolment targets. | April 2005 | An increase of 22 000 learners enrolled in the system. | |
| | Develop a learning pathway for SANLI learners. | December 2004 | 7.5% increase in the number of learners being retained within the system. | |
| To ensure effective delivery of viable learning programmes to adults in the GET band. | Review and refinement of placement tools. | December 2004 | Placement tools in use in all PALCs. | R1 000 |
| | Develop learning programme guidelines for electives. | December 2004 | Learning programme guidelines in electives developed. | R23 000 |
| | Review registered unit standards in ABET level 4. | December 2004 | Refinement/modification of registered unit standards based on analysis of permutations that lead to a GETC completed. | R24 000 |
| | Refine unit standards in levels 1-3 | December 2004 | Refined unit standards field-tested in 10 % of PALCs. | |
| | Implement CASS guidelines | | CASS system in place in all PALCs. | |

branch: general education

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|---|--|--|----------------|
| | <p>Develop a skills development plan to capacitate adults and community members as part of the expanded public works programme (EPWP).</p> <p>Develop learning area assessment guidelines.</p> | <p>February 2005</p> <p>March 2005</p> | <p>Skills development plan implemented in the provinces.</p> <p>Assessment guidelines available per learning area.</p> | <p>R30 000</p> |
| <p>To develop and maintain operational systems for effective delivery of outcomes-based education in the GET band with particular focus on Public Adult Learning Centres.</p> | <p>Develop a set of nationally agreed upon criteria, processes and procedures for the procurement, supply and retrieval of learning and teacher support materials for ABET.</p> <p>Audit of LSTM in ABET on Life-skills and HIV and AIDS.</p> <p>Develop and maintain a database of ABET practitioners' development needs.</p> <p>To assist provinces to develop training course outlines for ABET practitioners.</p> <p>Develop a career path for ABET teachers.</p> <p>Develop a database of development needs of ABET officials.</p> | <p>November 2004</p> <p>April 2005</p> <p>December 2005</p> <p>December 2004</p> <p>December 2004</p> <p>December 2004</p> | <p>A programme assisting ABET practitioners to select and use available LTSM is implemented.</p> <p>Audit done.</p> <p>Database of ABET practitioners and their development needs populated with at least 50% of practitioners.</p> <p>Information in ABET practitioners database used to design differentiated course outlines.</p> <p>Policy on a career path for ABET teachers approved.</p> <p>Database of ABET officials and their development needs fully populated and protocols for updating in place.</p> | <p>R1 000</p> |



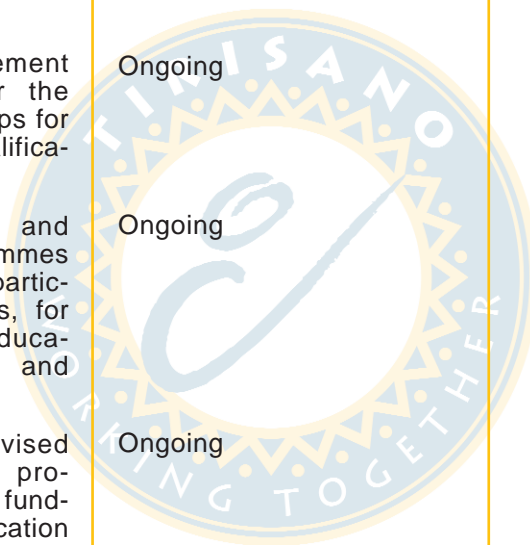
| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|--|--|----------------|
| | <p>To assist provinces to Implement a strategy for professional and technical support.</p> <p>Develop a negotiated strategy with all key education and training stakeholders based on the revised Multi-Year Implementation Plan.</p> <p>Develop a training strategy for teachers on skills programmes and learnerships.</p> <p>Assist provinces to develop the institutional capacity of PALCs to enable the implementation of responsive curriculum.</p> | <p>December 2004</p> <p>April 2005</p> <p>April 2005</p> <p>April 2005</p> | <p>Information on ABET Officials Database used to design differentiated course outlines.</p> <p>Revised MYIP strategy.</p> <p>Teacher training strategy developed.</p> <p>2% of PALCs transformed i.t.o Governance, Physical Infrastructure, Management, Systems and Controls.</p> | <p>R87 000</p> |
| <p>To monitor and evaluate the delivery of outcomes-based education in the GET band with particular focus on Public Adult Learning Centres.</p> | <p>Develop nationally agreed upon indicators.</p> <p>Pilot indicators in 10% of PALCs.</p> | <p>December 2004</p> <p>December 2004</p> | <p>A set of nationally agreed upon performance indicators for curriculum implementation management of information, and organisation and governance applied in at least 574 public adult learning centres (30%).</p> <p>Functional and appropriate indicators tested in 10% of PALCs.</p> | <p>R16 000</p> |



Subdirectorate: Educator Qualifications and Programmes

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|--|--|-----------------|
| <p>To develop and maintain Norms and Standards for Educators and the criteria for the evaluation of qualifications for employment in education.</p> | <p>Participate in the work of the CHE/HEQC and the HE Branch of the DoE.</p> | <p>December 2004</p> | <p>Amended Norms and Standards for Educators and Criteria for the Evaluation of Qualifications been approved as policy by the Minister.</p> | <p>R20 000</p> |
| | <p>Process applications for the approval of new/revised qualifications and learning programmes and evaluate them in accordance with the Norms and Standards for Educators.</p> | <p>Ongoing</p> | <p>All public teacher education providers' qualifications and programmes have been aligned with the Norms and Standards for Educators and approved for employment in education and funding and accredited by the HEQC.</p> | <p>R50 000</p> |
| | <p>Visit institutions to discuss the design of teacher education programmes with them.</p> | | <p>HEIs respond to the needs of the education system by designing relevant and quality programmes for teachers.</p> | |
| | <p>Participate in the work of the Interim Joint Committee of the CHE: HEQC/SAQA/DoE.</p> | | <p>Qualifications have been evaluated correctly in accordance with the Criteria and approved by the Evaluation Committee within four weeks of date of receipt.</p> | <p>R130 000</p> |
| | <p>All required information and documentation are processed and the qualifications are evaluated in accordance with the Criteria.</p> <p>Support provincial evaluators and train them in the evaluation of qualifications.</p> | <p>Ongoing Frequency: monthly</p> <p>April – November 2004</p> | <p>Provincial evaluators understand the policy and can interpret and apply it correctly.</p> | |

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---------------------|---|-------------|------------------------|--------|
| | Develop and register standards and qualifications for teachers | Ongoing | | R2 000 |
| | Quality assurance and accreditation of providers and programmes: <ul style="list-style-type: none"> • IJC: HEQC. • JSC: ETDP SETA ETQA. | Ongoing | | |
| | Develop and implement RPL mechanism for the NPDE and Learnerships for Level 6 teacher qualifications. | Ongoing | | |
| | Develop, approve and accredit new programmes and qualifications in particular foci and projects, for example, History Education, Mathematics and Science Education. | Ongoing | | |
| | Approve new or revised teacher education programmes for subsidy funding by the Higher Education Branch. | Ongoing | | |



branch: general education





BRANCH: FURTHER EDUCATION AND TRAINING



**CHIEF DIRECTORATES: CURRICULUM AND ASSESSMENT
NATIONAL EXAMINATIONS AND ASSESSMENT
OPEN AND INNOVATIVE LEARNING**

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|-----------------------|---|--------|
| <p>To improve the quality of teaching and learning.</p> | SCHOOLS | | | |
| | <p>Appoint a Ministerial Project Committee and working groups to develop subject statements for Religion Education and Technical subjects.</p> | <p>March 2004</p> | <p>Ministerial Project Committee and Working Group appointed.</p> | |
| | <p>Draft subject statements, conduct field tests and release them for public comment.</p> | <p>June 2004</p> | <p>Draft subject statements developed, incorporating public comments.</p> | |
| | <p>Finalise subject statements, incorporating public comments.</p> | <p>September 2004</p> | <p>The Minister declares subjects statements policy.</p> | |
| | <p>Print statement and distribute master copies distributed to provinces.</p> | <p>December 2004</p> | <p>Provinces use statements to plan for teacher development.</p> | |
| | <p>Develop, field test, print, and release Learning Programme G/lines (LPG) to provinces.</p> | <p>December 2004</p> | <p>LPGs used for teacher development for roll out in 2006.</p> | |
| | <p>Register the FETC on the National Qualifications Framework.</p> | <p>September 2004</p> | <p>Certificate registered.</p> | |
| <p>Produce and present to HEDCOM and CEM costed curriculum implementation plan:</p> | <p>April 2004</p> | | | |

branch: further education and training

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---------------------|---|----------------|--|--------|
| | <ul style="list-style-type: none"> Produce a comprehensive national teacher development plan. Roll out the first phase of the national teacher development plan. Produce an analysis report on LTSM development preparation. Monitor and report on the development of LTSM. | April 2004 | Digital content for teacher development distributed. | |
| | | March 2005 | Teachers trained through ICTs. | |
| | | April 2004 | Quarterly reports. | |
| | | March 2005 | | |
| | Develop a plan to test the key aspects of the FETC. | March 2004 | | |
| | Investigate the critical aspect of the certificate with HE. | December 2004 | An interface plan between FETC outcome and HE entry requirements. | |
| | Develop a strategy and plan to strengthen the teaching and learning of English Second Language. | June 2004 | An inventory of all English Second Language practitioners and programmes compiled. | |
| | Set up the system for the delivery of English Second Language programme. | December 2004 | English Second Language teaching improvement plan. | |
| | Establish LTSM Advisory Council to regulate the development of LTSM. | March 2005 | Regulatory framework for LTSM development and provisioning. | |
| | COLLEGES | | | |
| | Develop a national policy for TVET programmes. | September 2004 | New Policy for TVET. | |
| | Assign qualifications and programmes to colleges based on capacity and potential growth path for development. | June 2004 | Qualifications and institutional programmes match. | |

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|--|----------------|---|----------|
| | Set up curriculum clusters to develop field specific programmes and qualifications. | September 2004 | College curriculum cluster map. | |
| | Conduct an investigation of teaching personnel supply needs, qualifications and competence. | April 2004 | Report on college staff supply and demand training needs. | |
| | Develop an teacher development and preparation plan. | June 2004 | Teacher development strategy and implementation plan. | |
| | Draft and release norms and standards for public comment and consultation. | June 2004 | Draft norms and standards for TVET teachers. | |
| | Adapt norms and standards. | November 2004 | Norms and standards declared. | |
| To design the institutional landscape and develop the capacity to deliver quality programmes | COLLEGES | | | |
| | Set up working groups to develop policy regulations and implementation plans in key operational areas including student support systems, marketing and partnerships. | May 2004 | Working groups set. | R160 000 |
| | Produce working documents on all operational areas. | June 2004 | National strategy developed. | R300 000 |
| | Monitor and report on the implementation of strategic plans. | September 2004 | Report presented to CEM for noting. | R40 000 |
| | Begin dialogue on the location and mission of FET Colleges. | March 2004 | Discussion document. | |

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---------------------|---|----------------|---|---------|
| | Review and amend the FET Act to accommodate the repositioning of FET colleges. | March 2005 | Draft amendments, consultations held and revised draft completed. | R20 000 |
| | Set targets for rationalisation and consolidation of institutions. | September 2004 | Report and consolidation plan compiled. | R80 000 |
| | Compile a national report on the rationalised institutions. | March 2005 | Framework developed for approval by CEM. | R20 000 |
| | Develop a framework for the delivery of learnerships with Department of Labour. | September 2004 | Proposal developed and jointly agreed with Department of Labour and role players. | |
| | Expand the delivery of skills to unemployed youth. | | | |
| | Setting up of appropriate systems for the registration of private providers: <ul style="list-style-type: none"> • Finalise policy on the Fidelity Guarantee Fund. • Develop application forms for registration of institutions and guidelines developed. • Staff trained for registration processes. | May 2004 | System set and ready for registration process to begin. | |
| | Dry runs conducted on the Fidelity Guarantee Fund. | December 2004 | Policy on the Fidelity Guarantee Fund finalised. | |
| SCHOOLS | | | | |
| | Present a summary of the findings of the ISSS study. | April 2004 | Summary presented to Council of Education Ministers. | |

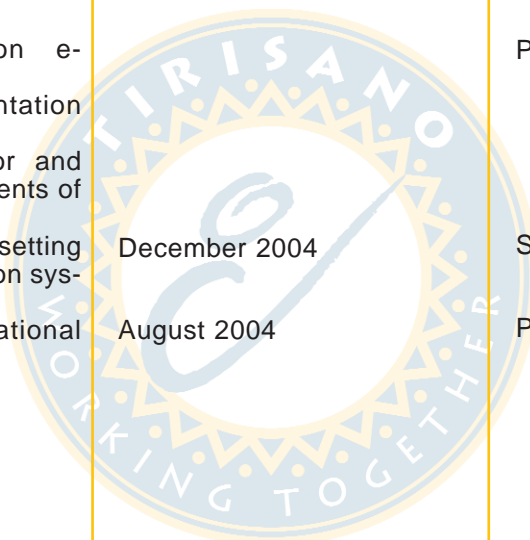
| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|---|---|---|--------|
| | Design and commission the second study of the secondary schools landscape: <ul style="list-style-type: none"> • Develop concept paper and clear terms of reference for the service providers. • Develop a plan to organise the landscape for schools. Produce a report with proposals for the implementation of School of Focused Learning. | April 2004 March 2005 June 2004 | Study is commissioned. Present plan to Council of Education Ministers. A national map of Schools of Focused Learning. | |
| To conduct credible assessment and quality practices in FET schools and colleges. | SCHOOLS | | | |
| | Security system improved and historical records kept electronically. | March 2005 | Improved security and electronic records. | |
| | Commission a study to investigate Grade 12 learner participation and performance over the last past five years. | June 2004 | Report submitted to the Department. | |
| | Design an intervention strategy to and present report to CEM. | December 2004 | Strategy document developed. | |
| | Develop a strategy to standardise assessment practices for the new curriculum. | June 2004 | CEM approval. | |

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---------------------|--|---------------|--|--------|
| | Obtain CEM approval of strategy and set up assessment structures. | March 2005 | | |
| | Six national Senior Certificate examination papers set, moderated and distributed. | November 2004 | | |
| | Reduce further the number of dysfunctional schools. | January 2005 | The number of schools with below 30% pass rates is reduced to less than 200. | |
| COLLEGES | | | | |
| | Conduct all college examinations successfully. | | | |
| | Investigate the approaches to systems of assessment and quality promotion for colleges | | | |
| | Design a strategy to devolve quality assurance and assessment. | | | |

branch: further education and training



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|--|-------------------------|---|--------|
| <p>To respond to the need for scarce skills and HRD priorities</p> | <p>Set up an Inter-provincial Working Committee on Mathematics and Science.</p> | <p>May 2004</p> | <p>Inter-provincial working committee set up.</p> | |
| | <p>Advertise, collect and analyse data on programmes.</p> | | | |
| | <p>Compile an inventory of all programmes.</p> | <p>June 2004</p> | <p>Inventory compiled.</p> | |
| | <p>Promote e-learning:</p> <ul style="list-style-type: none"> • Declare policy on e-learning. • Roll out implementation strategy. • Set targets monitor and report on achievements of the strategy. | | <p>Policy developed.</p> | |
| | <ul style="list-style-type: none"> • Set up a standards setting and quality promotion system. | <p>December 2004</p> | <p>Standards set and adopted.</p> | |
| <ul style="list-style-type: none"> • Launch the educational portal. | <p>August 2004</p> | <p>Portal launched.</p> | | |



branch: further education and training



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--------------------------|--|-------------|---|--------|
| YOUTH DEVELOPMENT | | | | |
| | Strategic economic sectors, SETAs, programmes and colleges and target set. | March 2004 | Qualifications and programmes delivery plan. | |
| | Programme identified and developed, learners recruited and delivery begins. | June 2004 | | |
| | A learnership recruitment drive launched by colleges with SETA support. | March 2004 | Achievement of national Skills Development Learnership targets. | |
| | Consultations with Expanded Public Works programme to deepen skills provision. | April 2004 | Working plan. | |

branch: further education and training







BRANCH: QUALITY PROMOTION AND DEVELOPMENT



CHIEF DIRECTORATE: SPECIAL PROGRAMMES IN EDUCATION

The Chief Directorate deals with social issues as they impact on education. The Chief Directorate addresses the following areas:

1. Race and Values in Education
2. School Safety
3. School Enrichment Programmes
4. Gender Equity

Directorate: Race and Values in Education

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|---|----------------|--|------------|
| To ensure that all education institutions reflect the ethos and principles of the Constitution. | Identify schools that are prominent in racism and human rights violations. | May 2004 | Information on schools that are prominent on racism and human rights violations available. | R10 000 |
| | Finalise strategy for dealing with schools experiencing difficulties of integration. | April 2004 | Reduction in reported cases of racism and human rights abuses in schools. | R50 000 |
| | Devise and pilot strategy for school development training for 10 schools per province, which have been prominent in their inability to reflect the values of the Constitution in their ethos, policies and practices. | Ongoing | 10 schools per province enabled to reflect values of equity, democracy, reconciliation and unity in diversity in their ethos, policies and practices. | R1 000 000 |
| | Engage with EMGD to ensure that all SGB, SMT and LRC training manuals contain appropriate information on how to implement policies which reflect the values of the Constitution. | September 2004 | All school governance structures training manuals revised and contain information on how to implement policies which reflect the values of the Constitution. | |

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|-------------|---|-------------|
| | Devise list of guidelines with supporting explanations for all schools on how to reflect the values of democracy, equity and dignity in the school ethos, policies and practices. | July 2004 | Useful and clear guideline documents distributed to all schools by July 2004. | R1 000 000 |
| | Finalise a strategy for racial integration in schools. | June 2004 | Strategy adopted and provincial structures in place to support schools around issues of racial integration. | R400 000 |
| | Arrange for the procurement and distribution of national flags together with additional advocacy about the flag and national anthem to all schools via district officials – as advance preparation for 2004 Freedom Day celebrations. | April 2004 | All schools raise the national flag and display all other national symbols. All learners, teachers, school community and governance structures are able to sing all verses of the national anthem. | R12 000 000 |
| | Organise a seminar on values and human rights with higher education institutions. | May 2004 | Memorandum of understanding with HEIs. | R250 000 |
| | Finalise advocacy plan on values and human rights with all SGBs in schools; and develop and distribute materials and training programmes by districts. | March 2005 | Advocacy plan with materials in schools with regards to social justice and unity and diversity. | R3 000 000 |
| To ensure that all schools are supported to reflect the ethos and the principles of the Constitution. | <p data-bbox="510 1125 895 1268">Ensure that one of the key personnel in school support structure closest to school is allocated to support all schools to reflect Constitutional values.</p> <p data-bbox="510 1284 895 1428">Provide training to above official as part of 72 office based teachers, SMT members and teachers in selected clusters in each province.</p> | March 2005 | One official per school support structure closest to school in place and undergoing training. | R2 500 000 |

branch : quality promotion & development

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|---|----------------------------------|--|-----------------------------------|
| | <p>Restructure the Values in Education Network and arrange quarterly meetings to support schools particularly with reference to racial integration.</p> | <p>March 2005</p> | <p>Network providing guidance and support in provinces.</p> | <p>R300 000</p> |
| <p>To monitor compliance with the values of the Constitution in all educational institutions.</p> | <p>Revise instruments for provincial monitoring and reporting of values programme, discrimination and good practice with special reporting for district officials.</p> <p>Form partnerships with other monitoring functions (SAHRC, SACE, ELRC, EMIS) to ensure that monitoring instruments capture above concerns.</p> <p>Form partnership with a service provider to train provincial officials and district officials in monitoring and assessing compliance with constitutional values.</p> | <p>March 2004</p> <p>Ongoing</p> | <p>Provincial officials compile comprehensive and informative reports.</p> <p>Other state monitoring functions (SAHRC, SACE, ELRC, EMIS) submit comprehensive and informative reports on incidence of racism and other human rights abuses.</p> <p>District officials trained to monitor and assess compliance with Constitutional values.</p> | <p>R600 000</p> |
| <p>To ensure that all teacher development programmes prepare teachers to teach in a manner which reflects the values of the Constitution.</p> | <p>Develop guidelines and indicators for in-service and pre-service training.</p> <p>Pilot support materials on Values and Human rights in the curriculum for GET and FET teachers.</p> | <p>March 2004</p> | <p>Clear and usable document ready to use for engagement with training institutions and to monitor training.</p> <p>Increase in number of teachers enabled to integrate the values of the constitution into their teaching.</p> <p>Distribution and testing of quality and useful materials to 1800 schools in 2004.</p> | <p>R100 000</p> <p>R2 000 000</p> |



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|---|-------------------|--|-------------------|
| <p>To promote social cohesion through celebrating unity in diversity within a South African and broader continental identity.</p> | <p>Organise national and international days at several levels.</p> | <p>March 2004</p> | <p>Social cohesion enhanced through celebration of national days.</p> | <p>R4 000 000</p> |
| | <p>Organise holiday activities and debates on cross cultural issues and values for youth.</p> | <p>Holidays</p> | <p>Increased understanding by youth of different cultures.</p> | |
| | <p>Develop and distribute materials for schools on Africa Day with a particular emphasis on combating xenophobia.</p> | <p>March 2004</p> | <p>Advocacy materials on Africa Day in all schools and celebration of Africa day in all schools.</p> | <p>R500 000</p> |
| <p>To ensure that all youth are able to participate as active and responsible citizens.</p> | <p>Develop a pilot strategy focused on the youth around issues of changing attitudes towards crime, violence and other social ills.</p> | <p>April 2004</p> | <p>A pilot strategy in place in at least one province.</p> | <p>R3 000 000</p> |
| | <p>Participation in the democracy Youth Vote project.</p> | <p>April 2004</p> | <p>Increased youth participation in the elections.</p> | <p>R3 000 000</p> |

Directorate: School Safety

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|---|------------------------|---|-----------------|
| <p>To support schools facing challenges of safety.</p> | <p>Collect information on schools and communities facing extreme challenges of safety.</p> | <p>April 2004</p> | <p>Profile of schools and communities facing extreme challenges of safety finalised.</p> | <p>R50 000</p> |
| | <p>Develop a strategy for supporting schools experiencing extreme challenges of safety.</p> | <p>May 2004</p> | <p>Strategy for supporting schools available and being used for interventions.</p> | <p>R10 000</p> |
| | <p>Develop guidelines to assist schools in drafting school safety plans.</p> | <p>June 2004</p> | <p>All schools have completed school safety plans.</p> | <p>Nil</p> |
| | <p>Provide support with drafting Safety Plans to SMTs.</p> | <p>June 2004</p> | <p>All schools in hotspot areas have school safety plans.</p> | |
| | <p>Assist these schools in setting up of school safety teams.</p> | <p>July 2004</p> | <p>School Safety teams set up in all these schools.</p> | <p>R50 000</p> |
| | <p>Develop programmes aimed at dealing with antisocial behaviour.</p> | <p>School Holidays</p> | <p>All learners from these areas display more tolerant and socially acceptable behaviour.</p> | <p>R250 000</p> |
| | <p>Train learners from these schools in self-defence.</p> | <p>School Holidays</p> | <p>All learners in these areas trained in self-defence.</p> | <p>R250 000</p> |
| | <p>Schools in hotspot areas participate in school beautification programmes.</p> | <p>June 2004</p> | | <p>R500 000</p> |

branch: quality promotion & development

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|--|----------------|---|----------|
| | Schools in hot spot areas are adequately fenced and are provided with minimum-security measures. | September 2004 | Schools in these areas are adequately fenced and have minimum security measures in school safety plans. | R900 000 |
| | Support school to be declared weapon-free zones and are supported. | March 2005 | Number of schools declared as weapon free zones increased. | R500 000 |
| | Training for school managers, SMTs, RCL and school safety teams on conflict resolution. | March 2005 | Schools equipped to resolve conflict. | R250 000 |
| To ensure the implementation of the national policy and guidelines on substance abuse prevention and management. | Distribute the guidelines and policy on the substance abuse to all nodal area schools. | February 2005 | All schools in nodal and hotspot areas have guidelines and policy on substance abuse. | R500 000 |
| | Develop material for training master trainers in nodal areas. | September 2004 | Material for training master trainers developed. | R200 000 |
| | Identify and train a cadre of resource persons to support implementation of the training. | February 2005 | Cadre trained and well versed with material. | R400 000 |
| To create an enabling safe environment at schools. | Distributing School Safety framework to schools in nodal areas. | February 2005 | All schools in nodal areas have received copies of School Safety Framework. | R150 000 |
| | Conduct training on the Signposts for Safe Schools workbook in all the provinces. | April 2004 | Training on Signposts for Safe Schools completed. | R400 000 |

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|--|----------------|--|------------|
| | Training cascaded to schools in nodal areas. | September 2004 | Training in schools in nodal areas completed. | R600 000 |
| To enhance physical environments in supporting school safety. | Mobilising schools in hotspot- and nodal areas to partake in school beautification programmes. | February 2005 | 40% of schools in nodal areas are beautified and have minimum security measures. | R500 000 |
| | Conduct audit of fenced schools in nodal areas. | May 2004 | Information on number of schools requiring fences available. | R50 000 |
| | Encourage and support schools to put minimum security measures in place. | June 2004 | School safety plans, including minimum security measures submitted. | R10 000 |
| To develop structures and processes to support and monitor safe schools at all levels. | Set up School Safety Structures in pilot schools. | March 2005 | School Safety Structures in place at the pilot sites. | R500 000 |
| To develop an effective and supportive monitoring system. | Establish a National Call Centre. | November 2004 | National Call Centre established and fully functioning. | R5 000 000 |
| | Train staff for the running and management of the centre. | | | |
| | Set up referral systems in provinces. | | | |
| | Set up website in Department of Education. | July 2004 | Website set up and functioning. | R350 000 |

Directorate: Gender Equity

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|------------------------|--|------------|
| To uphold the principles of human rights and human dignity. | Distribute information that will encourage debates through community radios, newspapers – The Teacher, The Voice and GEM Web-site. | April 2004 and ongoing | Guidelines on attitudes changes towards upholding the human rights and human dignity. | R200 000 |
| | Finalise and distribute the Sexual Harassment and Learner Pregnancy Guidelines. | June 2004 and ongoing | Schools deal with issues of Sexual Harassment, Learner Pregnancy and HIV and AIDS in a manner that upholds human rights and human dignity. | R800 000 |
| | Organise training workshops on Sexual harassment and Learner Pregnancy guidelines. | December 2004 | Schools deal with issues of Sexual Harassment, Learner Pregnancy and HIV and AIDS in a manner that upholds human rights and human dignity. | R800 000 |
| To ensure gender equity in the system. | Finalise gender equity framework. | April 2004 | A framework on gender mainstreaming finalised and available to the department. | |
| | Organise training of officials and teachers on equity in the classroom. | May 2004 and ongoing | One district official and one teacher per school in all provinces trained in equity in the classroom. | R1 000 000 |
| | Assist school to set up debates on gender equity issues – GEM activities and boys camp. | April 2004 and ongoing | Changed attitudes amongst learners. | R100 000 |
| | Organise training workshop for teachers from schools in nodal areas on methods for selecting gender sensitive LSM. | October 2004 | Teachers trained in selecting gender sensitive LSM. | R1 000 000 |



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|--|---|---|----------|
| | Encourage provinces to identify structures to deal with gender equity. | March 2005 | Structures in place to deal with gender issues. | R500 000 |
| To develop and implement a monitoring framework for gender issues. | Cooperate with race and Values Directorate in the development of a joint monitoring framework. | April 2004 | Monitoring framework on gender mainstreaming and compliance to human rights issues finalised. | |
| | Set up systems to collect information on sexual abuse and violence in schools. | June 2004 | Reliable data on sexual abuse and gender based violence available. | |
| To facilitate leadership and participation of girls in education. | Develop a tool and conduct survey on girls in leadership positions in selected schools and tertiary institutions in all provinces. | June 2004 | Audit on the number of girls representation in RCLs and SRCs finalised. | R100 000 |
| | Conduct a survey on the number of girls in gate keeping subjects in 102 Dinaledi schools project. | August 2004 | Audit on the number of girls pursuing Science, Maths and Technology related subjects/field finalised. | R150 000 |
| To combat gender violence in schools. | Train teachers, SGB's and RCL's on combating gender violence. | September 2004 | Comprehensive strategy on combating gender based violence in schools finalised. | R300 000 |
| | Finalise the module on gender based violence. | April 2004 and ongoing | Support material distributed to all schools. | R300 000 |
| To enhance co-ordination of gender equity activities with provinces. | Conduct quarterly meetings. | April, July October 2004 and January 2005 | Improved coordination between Department of Education and provinces. | R120 000 |

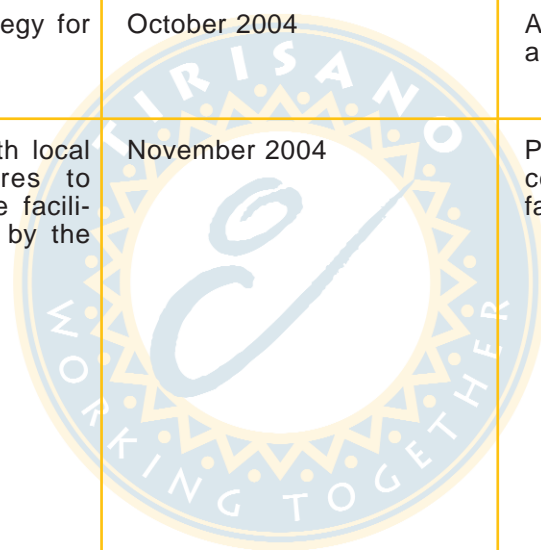
Directorate: School Enrichment

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|---|--|---|
| To promote social cohesion through school sport. | Organise following sporting events: 1. National Athletics 2. Girls' Games 3. Cross Country 4. Ball Games 5. Farm and Rural School Games | September 2005 | An increase in learners participating in national athletics and cross country especially girls. All sporting codes reflect demographics of country. 40% increase in participation of farm and rural communities in school sports. | R12 800 000 |
| To strengthen sports, arts and culture in the curriculum. | Develop INSET programmes for Life Orientation and develop teachers. Extend audit to all provinces. | March 2005 February 2005 | Teacher development initiatives for sport, arts and culture in place and teachers developed. National programmes for sports, arts and culture initiated. (Human Movement/ Life Skills programmes). | R300 000 |
| To develop and implement a legislative and policy framework with regards to school sport. | Develop school sport guidelines. Consultation with national structures involved in sports. Develop regulations for school sport statutory body. | June 2004 April 2004 October 2004 | Guidelines document for school sport published. National coordinating committee for school enrichment programmes established as a HEDCOM sub-committee. Legislative framework for establishment of a statutory body to co-ordinate competitive school sport initiated. | R200 000 R250 000 R60 000 |
| To promote access for learners to sports facilities. | Consult SALGA and SRSA on the usage of facilities for school sports, arts and culture programmes. Implement the programme of building facilities in nodal area. | May 2004 March 2005 | Memorandum of understanding is drawn between DoE, SRSA and SALGA. Facilities are built in identified nodal areas. | R20 000 R8 000 000 |

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|---|-----------------------|--|-------------------|
| <p>To promote social cohesion through arts and culture.</p> | <p>Co-ordinate the National Music and Dance Festival.</p> | <p>March 2005</p> | <p>Indigenous arts and culture celebrations takes place nationally.</p> | <p>R800 000</p> |
| | <p>Organise the celebration of South African Music Week.</p> | <p>August 2004</p> | <p>The South African Music Week in school programme celebrated in all provinces.</p> | <p>R3 000 000</p> |
| | <p>Develop and distribute guidelines for song writing competitions.</p> | <p>August 2004</p> | <p>Songwriters' initiative launched in all provinces.</p> | |
| | <p>Organise the recording of the CD of indigenous songs by learners.</p> | <p>August 2004</p> | <p>A CD of all the selected songs produced.</p> | |
| | <p>Organise an intergeneration dialogue on culture between elders and youth.</p> | <p>September 2004</p> | <p>A programme on AMASIKO (customs) as told by elders piloted in two provinces.</p> | <p>R100 000</p> |
| | <p>Co-ordinate indigenous games and AMASIKO celebrations.</p> | <p>September 2004</p> | <p>National Celebrations of the indigenous games takes place.</p> | <p>R3 000 000</p> |
| | <p>Co-ordinate Tirisano Schools Choral Eisteddfod.</p> | <p>July 2004</p> | <p>TISCE Competitions take place at school, district, provincial and national level.</p> | <p>R7,500 000</p> |
| <p>To strengthen arts and culture in the curriculum.</p> | <p>Conduct 2nd phase of the national audits on the following:</p> <ul style="list-style-type: none"> • Curriculum programmes; • Teacher development initiatives; • Material development initiatives; • Teacher provision. | <p>February 2005</p> | <p>Funds have been solicited to conduct second phase of audit.</p> | <p>R4 000 000</p> |



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|--|----------------|---|----------|
| | Initiate INSET Programmes for Arts and Culture Teachers. | October 2004 | Partnership initiatives in place to provide INSET Programmes to Teachers. | R300 000 |
| | Conduct quarterly meetings with provincial coordinators. | September 2004 | Better coordination between the Department and provinces. | R80 000 |
| To develop a legislative framework with regards to arts and culture. | Develop national strategy for arts and culture. | October 2004 | A National strategy for arts and culture developed. | R70 000 |
| To promote access to schools arts and culture facilities. | Initiate partnership with local governments structures to make arts and culture facilities available for use by the schools. | November 2004 | Partnership to promote access to arts and culture facilities established. | R30 000 |



CHIEF DIRECTORATE: QUALITY PROMOTION AND ASSURANCE

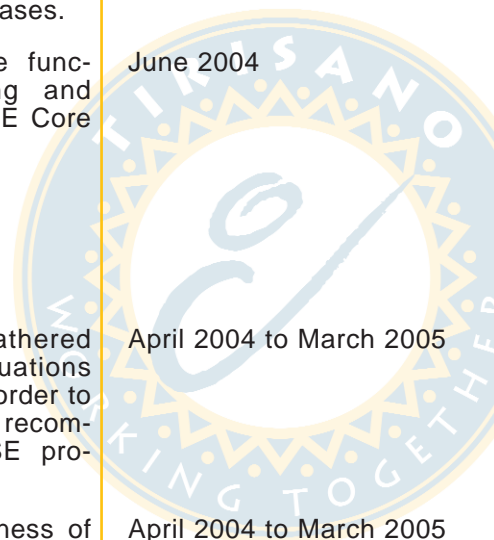
Directorate: Whole School Evaluation

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|--|--|--|--------|
| <p>To develop and maintain educational monitoring and evaluation mechanisms for tracking the performance of the education system and report progress against set national norms and standards.</p> | Train new supervisors on the implementation of WSE policy. | September 2004 | Approximately 150 newly trained WSE supervisors. | |
| | Train old supervisors on report writing and monitoring skills. | September 2004 | Updated report writing and monitoring competencies for old supervisors. | |
| | Train selected supervisors from the core group on facilitation skills. | September 2004 | Approximately 35 trained Core group members on facilitation skills. | |
| | Train supervisors on data capturing. | September 2004 | Trained supervisors on data capturing. | |
| | Refine WSE material. | November 2004 | Refined WSE material. | |
| | Monitor the quality of Whole-School Evaluation and the work of the supervisors in all the Provinces. | October 2004 | Reports on findings and recommendations. | |
| | Advocate quality promotion and assurance initiatives in all provinces. | February 2005 | Informed stakeholders in the provinces on quality promotion and assurance initiatives. | |
| Collate provincial reports into the WSE annual report and circulate it. | March 2005 | Annual WSE report from externally evaluated schools is printed and circulated. | | |

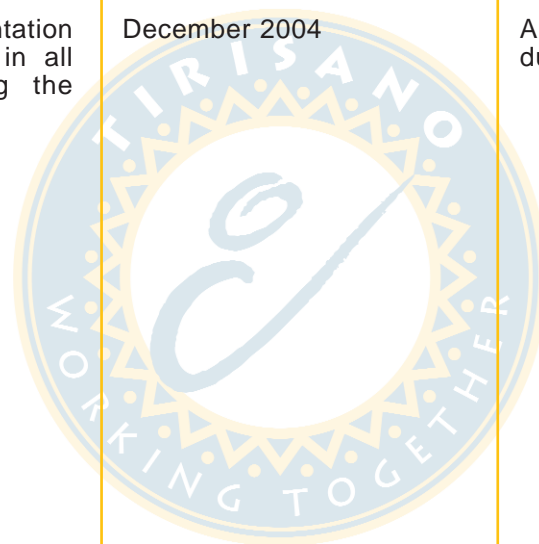
branch: quality promotion & development



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---------------------|--|-----------------------------|--|--------|
| | Set up a national database system and provide regular training in data capturing and data manipulation. | March 2005 | | |
| | Upgrade, further development and customise the national quality promotion and assurance database in order to link to the provincial databases. | March 2005 | A customised, integrated database system for capturing and analysing Whole School and Systemic Evaluation data. | |
| | Training on database functionalities, processing and data capturing for WSE Core Group members. | June 2004 | A customised training programme with training manuals. Core group members with competency skills in basic: Database principles and capturing processes, query design and analysis, graphic representation and printing of reports. | |
| | Capture data gathered through school evaluations from the provinces in order to report on findings and recommendations from WSE process. | April 2004 to March 2005 | High-level data analysis and monitoring reports. | |
| | Assess level of readiness of provinces to link with the National Database System. | April 2004 to March 2005 | Report on level of readiness of all the provinces to link with the National Database System. | |
| | Test upgraded Database System. | November 2004 to March 2005 | A fully tested and upgraded Database System. | |
| | Evaluate the database-training programme. | July to November 2004 | A customised database-training programme. | |



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---------------------|---|------------------------|------------------------------------|--------|
| | Review and finalise QMS Framework. | May 2004 | A refined QMS document produced. | |
| | Develop monitoring instruments. | May/June 2004 | Monitoring instruments developed. | |
| | Discuss intervention and implementation strategies with all the provinces. | July to September 2004 | Intervention strategies developed. | |
| | Monitor the implementation of QMS Framework in all the provinces using the monitoring tool. | December 2004 | A report on monitoring produced. | |



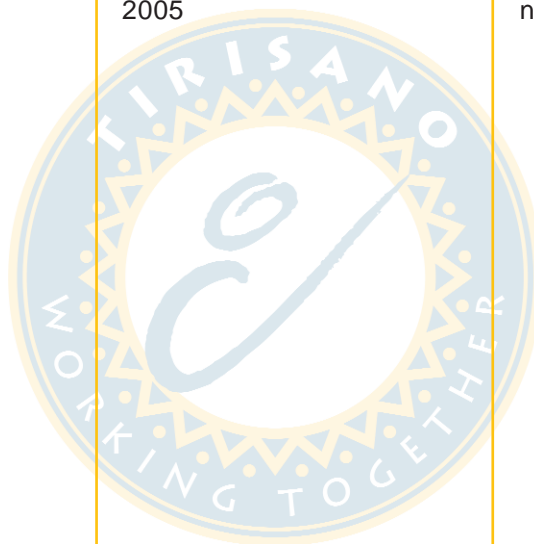
branch: quality promotion & development



Directorate: Systemic Evaluation

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|---|---|---|--------|
| <p>To evaluate the performance of the education system in Grades 3, 6 and 9 to inform interventions for continuous improvement in teaching and learning.</p> | Refine Intermediate Phase (Grade 6) instruments. | April 2004 | Refined Intermediate Phase instruments. | |
| | Refine and collate the comments on the Inclusive Systemic Evaluation concept document into the broader framework. | May 2004 | Refined Systemic Evaluation Framework. | |
| | Consolidate Foundation Phase report of intervention strategies. | | Consolidated intervention strategies for the Foundation Phase. | |
| | Discussions of Intermediate Phase methodology: sampling for main survey. | | Developed sample framework for Intermediate Phase main survey | |
| | Print Intermediate Phase instruments for field-testing. | May 2004 | Printed field test instruments available. | |
| | Field-test Intermediate Phase instruments. | May 2004 | Intermediate Phase field test data collected. | |
| | Code and score Intermediate Phase field-test data. | June 2004 | Coded and scored field test data. | |
| | Refine Senior Phase instruments. | July 2004 | Refined Senior Phase instruments. | |
| | Print, package and distribute instruments for the Intermediate Phase, main survey. | July to August 2004 | Printed Intermediate Phase instruments ready for the main survey. | |
| Train Intermediate Phase data collectors (clusters). | August 2004 | Trained Intermediate Phase data collectors. | | |

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---------------------|---|----------------------------|---|--------|
| | Monitor Intermediate Phase main survey in all provinces. | September 2004 | Intermediate Phase main survey data collected. | |
| | Code and score Intermediate Phase, main survey instruments. | October 2004 | Intermediate Phase main survey data coded and scored. | |
| | Capture, analyse data and write report. | October 2004 to March 2005 | One national report plus nine provincial reports. | |



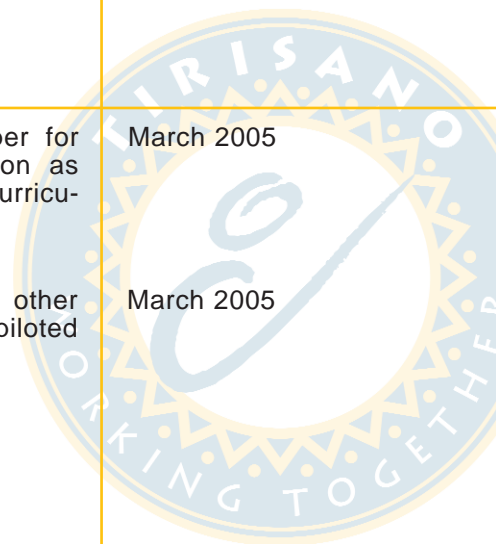
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Directorate: Nutrition

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|---|---------------|---|----------|
| To ensure adequate access to the National School Nutrition Programme by targeted schools. | Transfer the NSNP to the Department of Education. | 1 April 2004 | A provincial allocation of the conditional grant is endorsed by National Treasury and advertised in the DORA. | R50 000 |
| | Align the list of feeding schools to the Resource Targeting table. | December 2004 | Mandatory guidelines with minimum standards for provinces are compiled. | |
| | Develop guidelines for minimum standards for provinces. | March 2005 | DoE has the necessary institutional capacity at national, provincial, district and school level to manage planning and actions that will ensure effective delivery of the NSNP. | |
| | Develop guidelines for provinces to check institutional capacity readiness for effective deliver of NSNP. | April 2005 | Meals of acceptable quality and quantity are served in compliance with health and hygiene specifications. | |
| To ensure sustainability of NSNP through the setting up of food gardens or other food security initiatives. | Develop a project plan for food gardens and other food security measures. | October 2004 | 90 functional food gardens are set up in the 9 provinces; nodal areas prioritised. | R200 000 |

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|-------------------------------------|--|-----------------|
| | <p>Network with other government department, NGOs and communities in setting up sustainable food security projects.</p> <p>Establish baseline profile for food gardens or other food security projects in place.</p> | <p>March 2005</p> | <p>The support of communities and relevant departments in the social sector cluster is enlisted in the setting up of sustainable food security projects.</p> | |
| <p>To ensure strengthening of nutrition education in the school curriculum.</p> | <p>Develop a draft paper for the nutrition education as part of the school curriculum.</p> <p>90 food gardens or other food security project piloted in nodal districts.</p> | <p>March 2005</p> <p>March 2005</p> | <p>Nutrition education related activities in the Life Orientation learning area for Grades R to 9 are enhanced.</p> <p>Baseline for the future monitoring of strategic objectives and impact of the NSNP on learning capacity is set up.</p> | <p>R350 000</p> |



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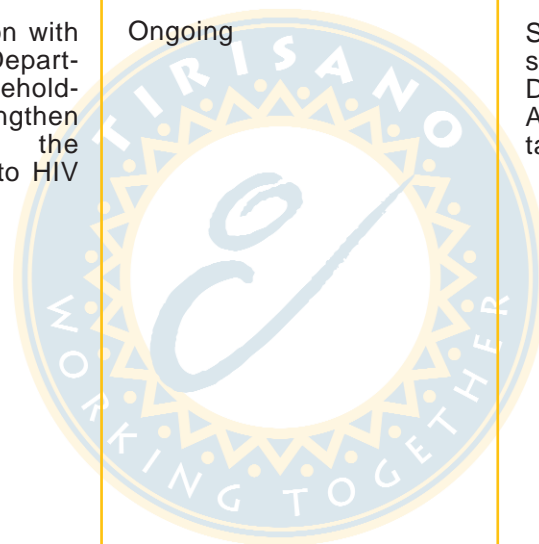


Directorate: HIV and AIDS

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|--|----------------|--|------------|
| To ensure comprehensive and integrated planning to HIV and AIDS across all levels of the system. | Assist the provinces in aligning HIV and AIDS strategic plans with the national HIV and AIDS MTSF. | June 2004 | Strategic planning support provided to all provinces at a macro level. | R200 000 |
| | Distribute the newly developed HIV and AIDS strategic planning guide for provinces and provide assistance to district managers on how to use it. | August 2004 | Strategic planning and implementation support provided to all provinces at district level. | R1 000 000 |
| | Assist the different units of the DoE in the implementation of the different aspects of the Education response to HIV and AIDS. | Ongoing | Technical support to the implementation of the system-wide HIV and AIDS strategy provided at national level. | |
| To improve the understanding of the impact of HIV and AIDS on the system. | Facilitate the implementation of the study on the determinants of supply and demand of teachers and monitor progress. | Ongoing | Research to increase the understanding of the impact of AIDS on the education system facilitated. | R300 000 |
| | Facilitate the implementation of the study on learner enrolment and the impact of HIV and AIDS. | September 2004 | Education-specific data on HIV and AIDS among learners available. | R50 000 |
| To monitor and evaluate the impact of the DoE response to HIV and AIDS in the system. | Facilitate an impact assessment of the current life skills and HIV and AIDS programme against the previously established baseline. | September 2004 | The impact of the current life skills programme assessed and report available. | R200 000 |

| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|--|--|---|------------|
| <p>To ensure adequate access to appropriate information by all within the system.</p> | HIV AND AIDS, TEACHERS AND LEARNERS | | | |
| | Commission an audit of existing promotional material and determine needs. | July 2004 | An audit and review of existing information brochures available | R200 000 |
| | Develop promotional material to address identified needs. | October 2004 | Promotional material on identified needs developed for learners. | R1 000 000 |
| | Develop an ARV communication programme for learners. | September | Communication programme on the new Anti Retro Viral (ARV) programme developed for learners. | R1 000 000 |
| | HIV AND AIDS AND TEACHERS | | | |
| | Develop information brochures on the ARV programme for teachers. | September | Information brochures on the DoE HIV and AIDS teacher programme, including the new ARV programme developed. | R1 000 000 |
| | Finalise the procurement and distribution of condom dispensers for teachers. | June | Condom dispensers distributed in all schools- in appropriate places for teachers. | R2 000 000 |
| | Establish partnerships to strengthen condom distribution in rural areas. | | Partnerships consolidating condom refill mechanism. | R300 000 |
| Develop a communication strategy for the findings of the teacher demand and supply study. | April and on-going | The findings of the teacher demand and supply study communicated as they emerge. | R300 000 | |

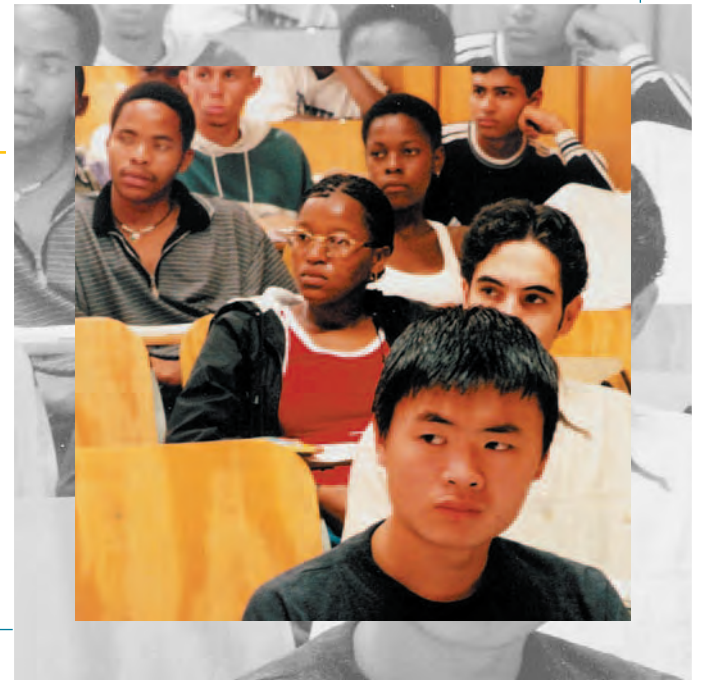
| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|---|----------------|--|-----------------|
| <p>To ensure community support and public understanding for the HIV and AIDS programmes across the system.</p> | <p>Implement the DoE/traditional leaders programme on HIV and AIDS in schools.</p> | <p>Ongoing</p> | <p>The programme of collaboration between DoE and traditional leaders implemented.</p> | <p>R500 000</p> |
| | <p>Distribute the newly developed HIV and AIDS resource Guide for parents and monitor its impact.</p> | <p>Ongoing</p> | <p>Parent resource guide on HIV and AIDS in schools, distributed to all parents and its impact monitored.</p> | <p>R500 000</p> |
| | <p>Facilitate collaboration with other Government Departments and other stakeholders in order to strengthen implementation of the Education response to HIV and AIDS.</p> | <p>Ongoing</p> | <p>Strategic partnerships to strengthen the impact of the DoE response to HIV and AIDS established and maintained.</p> | <p>R100 000</p> |







BRANCH: HIGHER EDUCATION



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|---|---|--|---|--------|
| <p>To produce quality graduates needed for social and economic development in South Africa.</p> | <p>Gazette a Policy framework for Programmes and Qualifications in Higher Education.</p> <p>Implement the new policy for funding of public higher education institutions.</p> | <p>December 2004</p> <p>April 2004</p> | <p>A unitary policy framework for all higher education programmes and qualifications.</p> <p>A new funding policy and formula for public higher education institutions implemented.</p> | |
| <p>To achieve equity in the South African higher education system.</p> | <p>Monitor equity and graduation rate targets for public higher education institutions not established through mergers.</p> <p>Finalise the review of the role and efficacy of National Student Financial Aid Scheme (NSFAS).</p> <p>Finalise the framework for the establishment of a National Higher Education Information and Applications Office.</p> | <p>Ongoing</p> <p>December 2004</p> <p>December 2004</p> | <p>Enrolment equity targets and graduation targets set for each public higher education institutions</p> <p>Revised framework for the NSFAS</p> <p>Establishment of National Higher Education Information and Applications Office</p> | |
| <p>To achieve diversity in the south African higher education system.</p> | <p>Legal implementation of institutional mergers for 2005.</p> <p>Facilitate and monitor the implementation of the restructuring of institutions through technical support to institutions.</p> | <p>January 2005</p> <p>Ongoing</p> | <p>A new institutional landscape for public higher education institutions.</p> <p>Successful implementation of institutional restructuring.</p> | |



| STRATEGIC OBJECTIVE | ACTIVITIES | TIME-FRAMES | PERFORMANCE INDICATORS | BUDGET |
|--|---|---|---|--------|
| | <p>Determine the registration of private institutions in terms of new regulations for the registration of private higher education institutions.</p> | <p>December 2004</p> | <p>Improved regulatory framework for provision of private higher education.</p> | |
| <p>To sustain and promote research in the South African higher education system.</p> <p>To provide institutional support to higher education institutions.</p> | <p>Finalise the review of the measurements of the research outputs for the performing and creative arts.</p> <p>Implement the annual reporting framework, including financial reporting for public higher education institutions.</p> <p>Draft a framework for the development of indigenous African languages as mediums of instruction in Higher Education.</p> | <p>December 2004</p> <p>April 2004</p> <p>December 2004</p> | <p>Determine the necessity for revision of the policy for the measurement of research outputs for public higher education institutions.</p> <p>A new reporting framework for improved accountability by public higher education institutions.</p> <p>A draft framework for development of indigenous African languages as mediums of instruction in Higher Education developed.</p> | |







STATUTORY BODIES

Working together to build a
South African education
and training system for
the 21st century.

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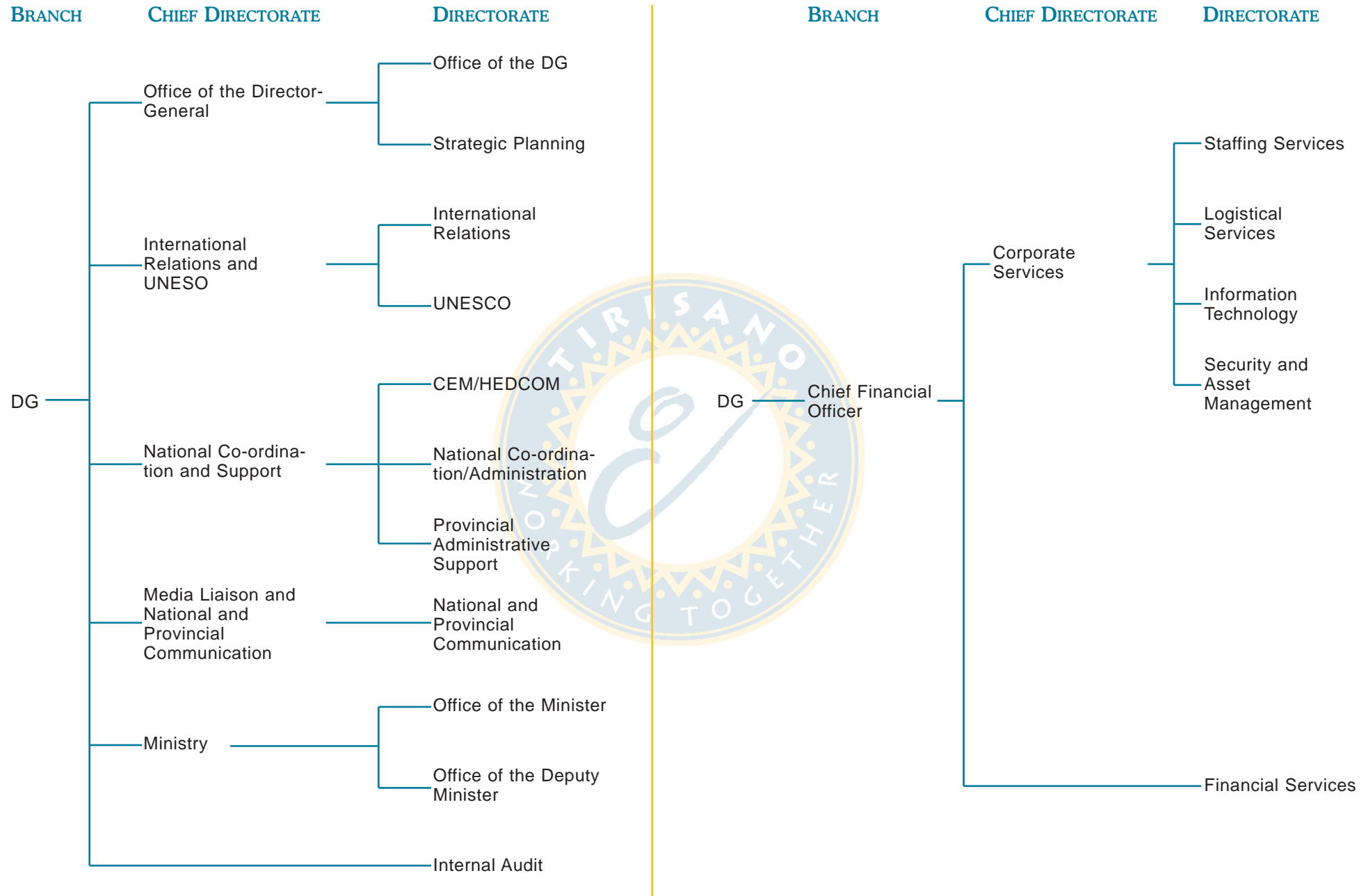




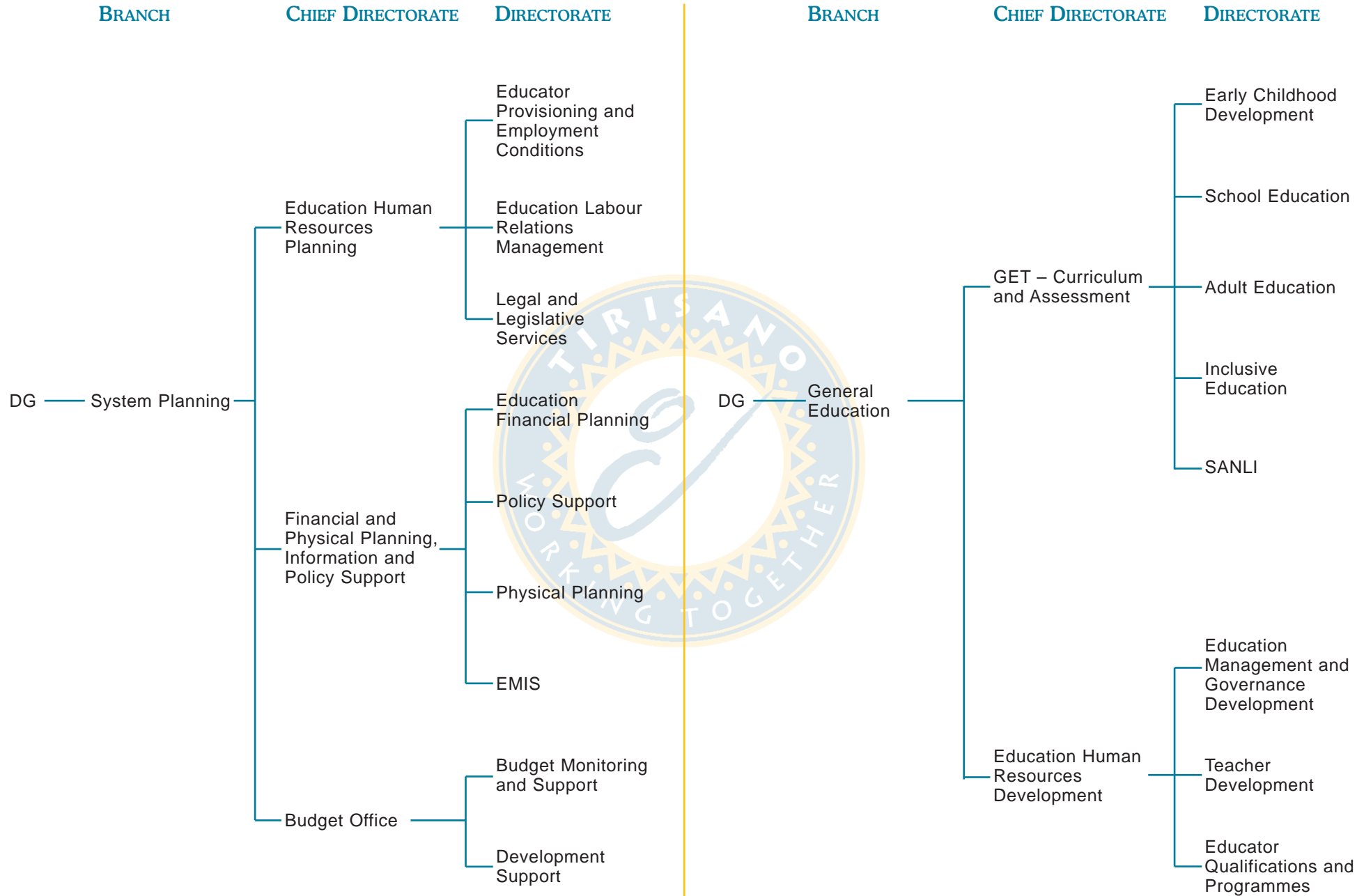


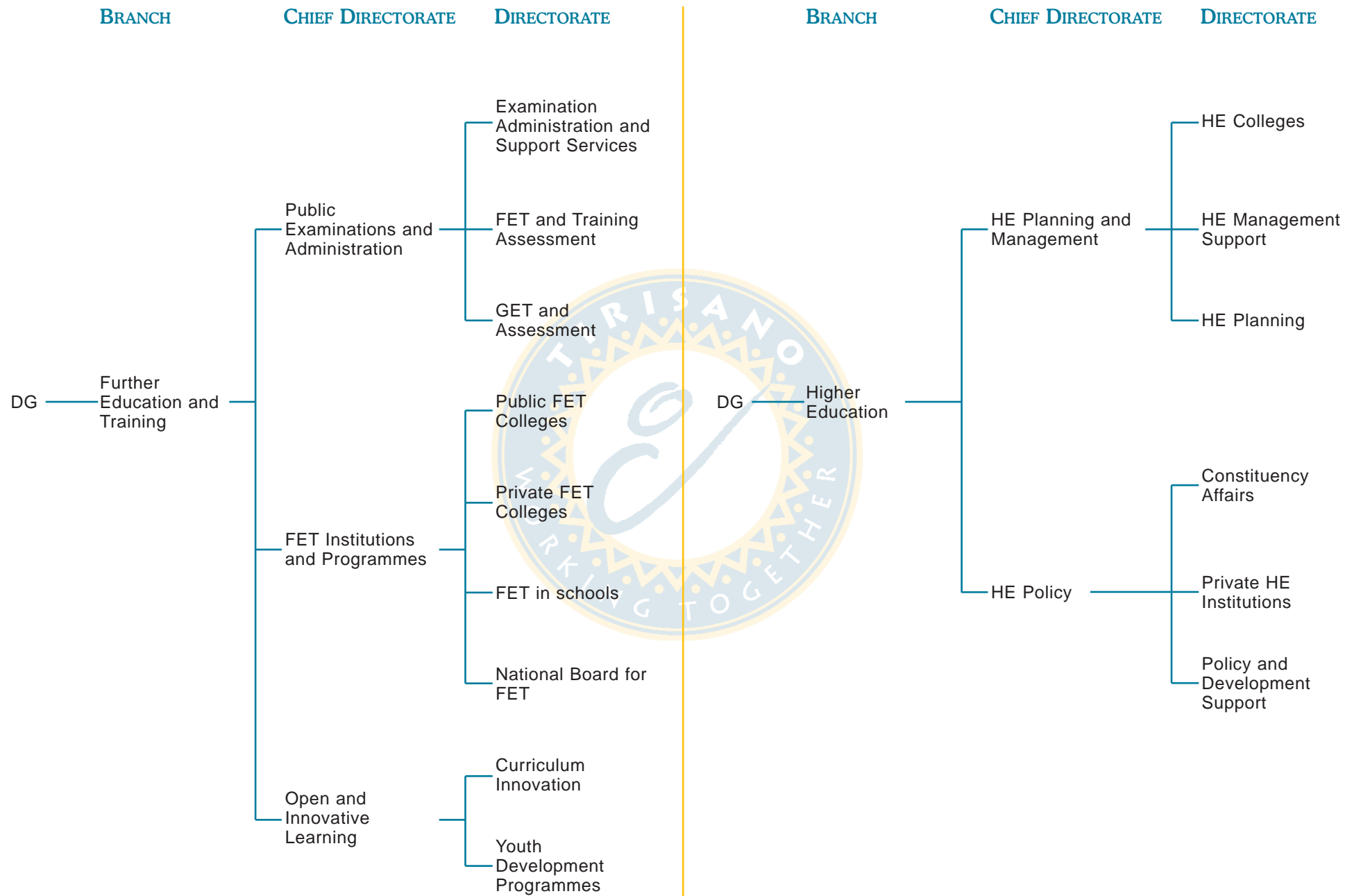
ORGANOGRAM

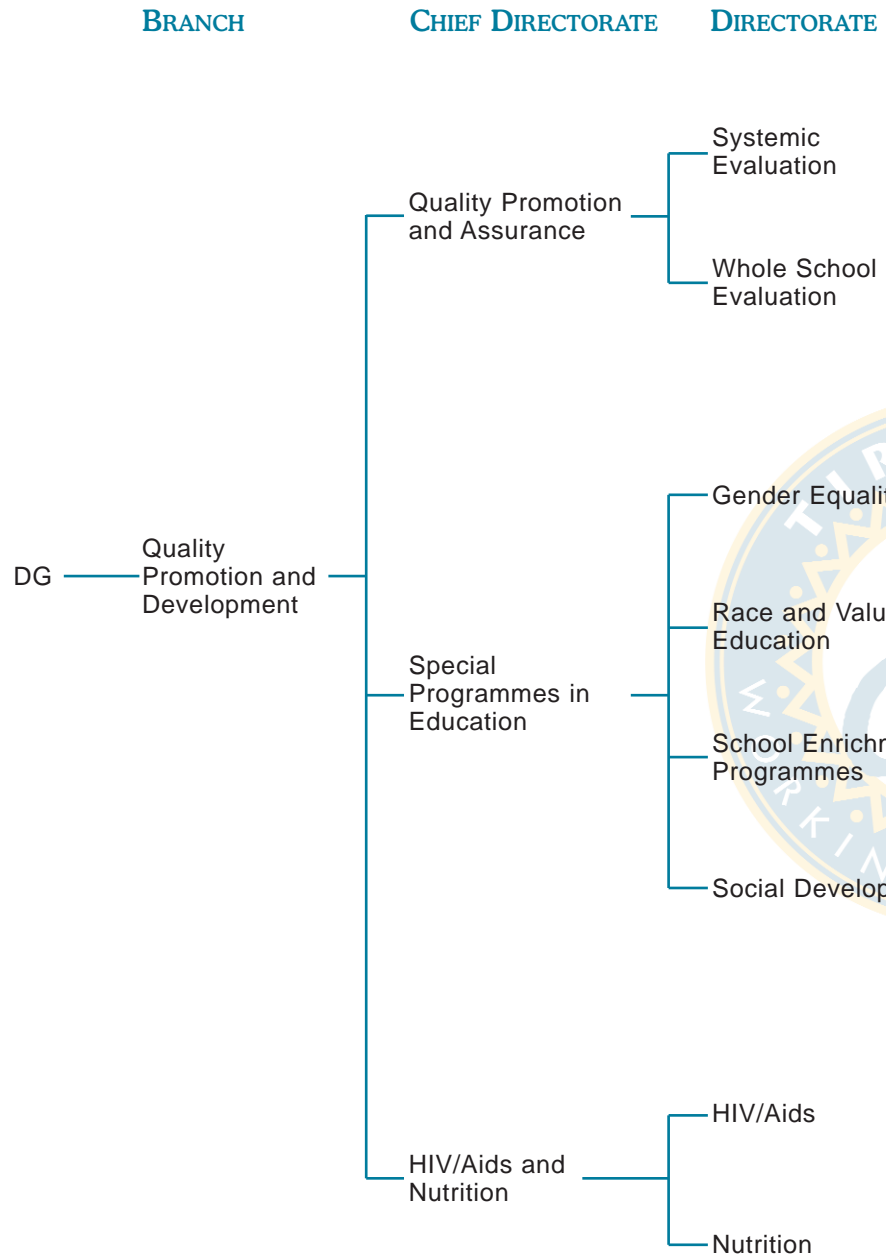
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O R G A N O G R A M









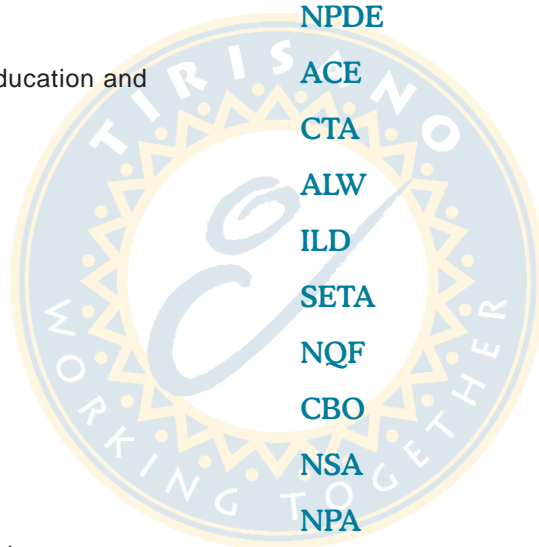


ACRONYMS

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and training system for
the 21st century.

ACRONYMS

| | | | |
|----------------|---|---------------|---|
| SMT | Senior Management Team | GETC | General Education and Training Certificate |
| DAS | Development Appraisal System | PRESET | Pre-service training |
| SGB | School Governing Bodies | INSET | In-service Training |
| ECD | Early Childhood Development | PED | Provincial Education Department |
| ABET | Adult Basic Education and Training | WSE | Whole School Evaluation |
| SANLI | South African Literacy Initiative | NPDE | National Professional Diploma in Education |
| NABABET | National Board for Adult Basic Education and Training | ACE | Advanced Certificate in Education |
| SASA | South African Schools Act | CTA | Common Tasks for Assessment |
| FET | Further Education and Training | ALW | Adult Learners Week |
| HE | Higher Education | ILD | International Literacy Day |
| GET | General Education and Training | SETA | Sector Education and Training Authority |
| CASS | Continuous Assessment | NQF | National Qualifications Authority |
| NCS | National Curriculum Statement | CBO | Community-Based Organisation |
| RPL | Recognition of Prior Learning | NSA | National Skills Authority |
| NSFAS | National Student Financial Aid Scheme | NPA | National Programme of Action |
| LSM | Learner Support Material | HOD | Head of Department |
| MTEF | Medium Term Expenditure Framework | PASD | Provincial Administrative Support Directorate |
| EEA | Educators Employment Act | PFMA | Public Finance Management Act |
| EMIS | Education Management Information System | BCEA | Basic Conditions of Employment Act |
| NGO | Non-Governmental Organisation | PAM | Public Administration Measures |
| DoE | Department of Education | CHE | Council for Higher Education |



| | |
|----------------|---|
| HEQC | Higher Education Qualifications Council |
| FETI | Further Education and Training Institutions |
| DIT | Data Integration Tool |
| ELSEN | Education for Learners with Special Education Needs |
| HRD | Human Resource Development |
| LIEP | Language-in-Education Policy |
| RCL | Representative Council of Learners |
| SC | Senior Certificate |
| SAQA | South African Qualifications Authority |
| SACMEQ | Southern African Consortium for Monitoring Educational Qualifications |
| SAFCERT | South African Certification Council |
| NEPAD | New Partnership for Africa Development |
| SADC | Southern African Development Co-operation |
| ADEA | Association for Development of Education in Africa |
| POA | Programme of Action |
| EFA | Education for All |





