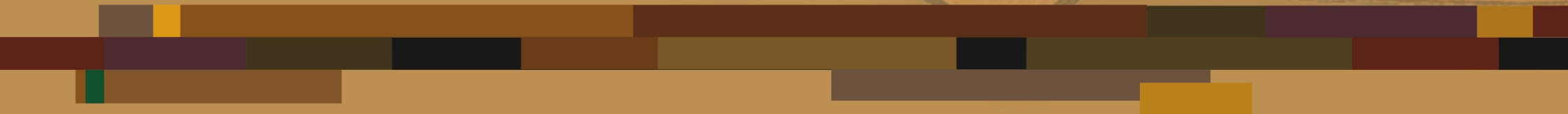




Department of Education

Strategic Plan 2006 - 2010





Mrs Naledi Pandor, MP
Minister of Education



Mr Enver Surty, MP
Deputy Minister of Education

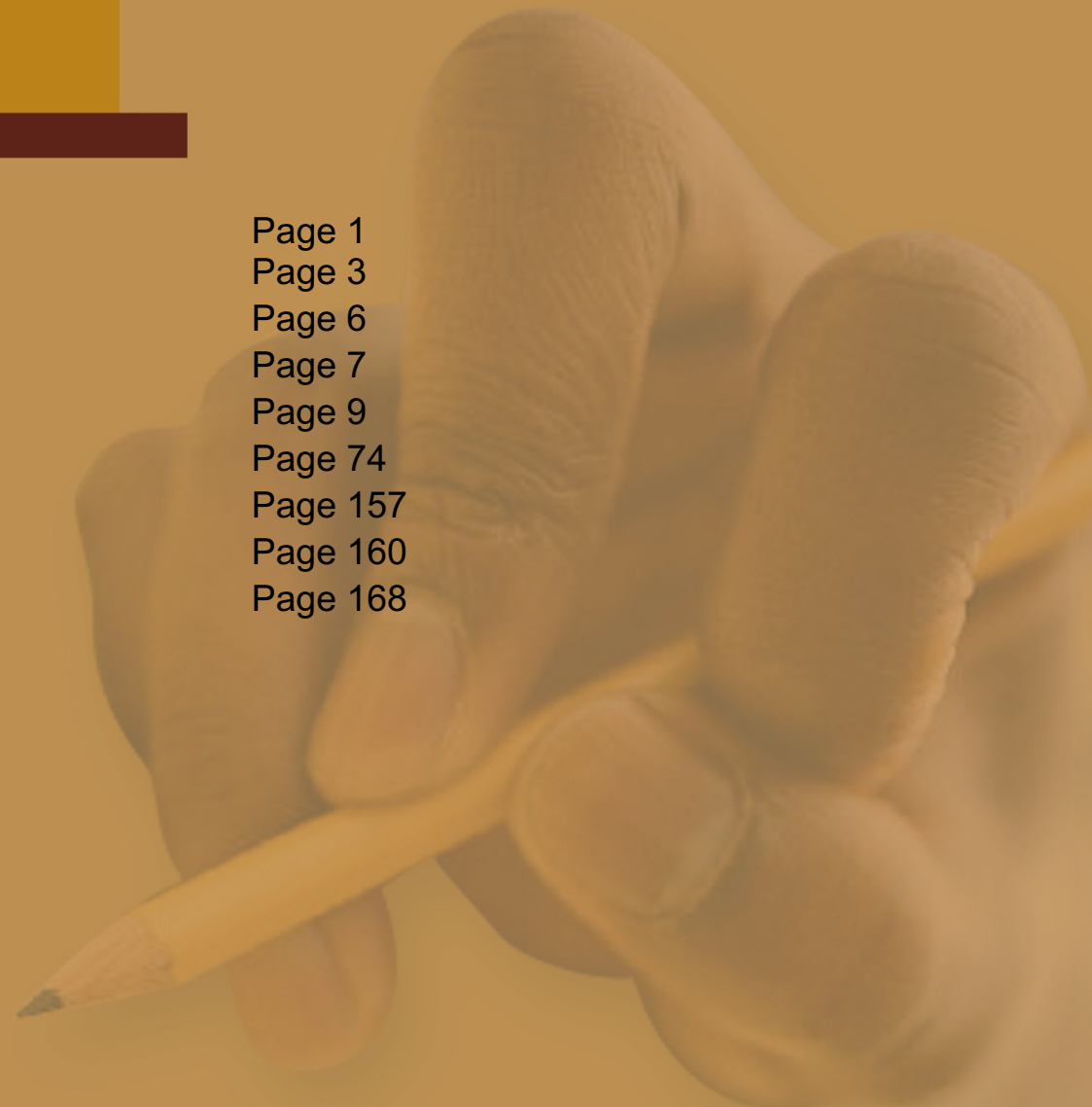


Mr Duncan Hindle
Director - General of Education



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1. STATEMENT BY THE MINISTER OF EDUCATION, MRS NALEDI PANDOR, MP

Education continues to be the recipient of the largest share of the national budget, accounting for 20% of allocated expenditure in 2006/7. This positive investment in education calls for close attention to improving attainment for learners and improving performance of schools. The demons of Bantu Education have not yet been banished from the education sector and often bedevil the best efforts of teachers, learners and education officials.

There have been many successes over the past 11 years under a democratic dispensation, as well as several worrying inadequacies. It is the inadequacies that will form the focus of our attention during the next five years. There are several important goals that have to be achieved, in order to build on our democratic transformation of the education sector.

First, our aim is to provide access to quality early childhood education for all young children. Now that government has provided funding, the Department, working in partnership with provincial governments, will expand the provision of early childhood education at pre-school and in Grade R classrooms. Community-based centres will be assisted to create an environment that is conducive to early childhood education.

Second, at primary and secondary schools, our relentless search for an improvement in the provision of infrastructure, facilities and learning resources continues. Schools without libraries and science laboratories will become few and far between after the implementation of the largest remedial investment in deprived schools in living memory.

Third, the Department will strengthen collaboration with provincial departments to ensure effective intervention at poorly performing schools. The focus of our work will be on literacy and numeracy strategies to improve reading, writing and numeracy skills from Grade R to Grade 12.

Fourth, the general education and training phase will receive close support in the domains of mathematics and science, in order to prepare for growth in the number of learners studying these subjects. The sector will ensure that all schools are able to offer quality mathematics and science teaching and learning by suitably qualified teachers, as well as the necessary facilities and resources.

Fifth, the restructuring we have initiated in the Department will strengthen our efforts in fine-tuning policy design and implementation in schools. A newly established research unit will focus on the review of policy and practice, as well as ensure evidence-based decision-making. Monitoring and evaluation will also be directed at developing a reliable database that supports relevant policy initiatives.

Sixth, further education and training colleges and universities will continue to enjoy strong support. The merger processes in these two sectors are reaching completion and our attention is now directed at the quality and relevance of their programmes. The Department will attempt to ensure that these institutions are sufficiently supported to educate and train highly skilled individuals, who are able to respond to the social and economic opportunities of a rapidly developing South Africa. Scarce skills areas, such as engineering, science and business will be prioritised for resource purposes. Added to this focus, will be the target of producing quality teachers for our schools and colleges, as well as quality professionals in the fields of health, agriculture and the creative arts.

Each of these goals can only be achieved if we have committed public service officials. So, in-service training for all education officials will be provided and encouraged. Our monitoring and evaluation tools will be used to ensure that our officials understand our priorities, are able to work towards achieving them, and can be held accountable. In addition, a healthy lifestyle will be promoted and the health of everybody in our sector will be monitored. The scourge of HIV/Aids poses a threat and we must respond effectively to ameliorate the damage and despair that it causes amongst affected families.

I would like to commend this Strategic Plan for 2006 to 2010 to Parliament, and to the people of South Africa. This plan outlines our key areas of focus for the next period and indicates to all participants in the education enterprise what we plan to do, so as to ensure that our goal of quality education for all is achieved.



Mrs Naledi Pandor, MP
Minister of Education

2. 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 Constitution of the Republic of South Africa (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, negotiations 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 into law the policies, as well as the legislative and monitoring responsibilities of the Minister of Education, as well as to formalise the 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 that will collaborate in the development a new education system. As such, it provides for the formulation of national policy in general, and further education and training policies for, *inter alia*, curriculum, assessment and language, as well as for quality assurance. NEPA embodies the principle of cooperative 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 it makes schooling compulsory for children aged 7 to 14. It provides for two types of schools, namely independent schools and public schools. The provision in the Act for democratic school governance, via 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. SASA has been amended by the Education Laws Amendment Act, Act 24 of 2005, so as to authorise the declaration of schools in poverty-stricken areas as “no fee schools”.

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 coordinated further education and training system, comprising the senior secondary component of schooling and Further Education and Training (FET) colleges. It requires the FET institutions, established in terms of the new legislation, to develop institutional plans, while making provision for programme-based funding and a national curriculum for learning and teaching.
5. The Higher Education Act (1997) provides for a unified and nationally planned system of higher education. It furthermore gave the green light for a statutory Council for Higher Education (CHE), which advises the Minister, while accepting responsibility for quality assurance and promotion. The Higher Education Act and Education White Paper 3: A Programme for the Transformation of Higher Education (1999), formed the basis for the transformation of the higher education sector, with implementation being regulated by the National Plan for Higher Education (2001).
6. A whole spectrum of legislation, including the Employment of Educators Act (1998), to regulate the professional, moral and ethical responsibilities of educators, as well as the competency requirements for teachers. The historically divided teaching force is now governed by one Act of Parliament and one professional council, namely the South African Council of Educators (SACE).
7. The Adult Basic Education and Training Act (ABET) (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) 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. 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 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, as well as to promote the 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 for an 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 facilitate the inclusion of vulnerable learners and reduce the barriers to learning, via targeted support structures and mechanisms, which will improve the retention of learners in the education system, particularly those learners who are prone to dropping out.
12. The General and Further Education and Training Quality Assurance Act, Act 58 of 2001, provides for the establishment of Umalusi, which is charged with the provision of quality assurance in general and further education and training, the issuing of certificates at the various exit points, control over norms and standards of curricula and assessment, as well as conducting of the actual assessment.
13. The National Student Financial Aid Scheme Act, Act 56 of 1999, provides for the granting of loans and bursaries to eligible students at public higher education institutions, as well as the administration of such loans and bursaries.

3. 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

Cooperating 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.

4. INTRODUCTION BY THE DIRECTOR-GENERAL, MR DUNCAN HINDLE

Over the past decade we have seen the development and implementation of new policies in many areas of our education system. These have been aimed at transforming our system and fostering redress, to ensure that quality education is increasingly available to all our people. Our focus in this second decade is to ensure the full and effective implementation of those policies that have been seen to work, and to review and refine those that have not. Our purpose remains unchanged, but our strategies must always be responsive to changing circumstances.

Our plans are strongly guided by the priorities of government, in particular the goal to reduce poverty and unemployment. We will do this by contributing to the development of a citizenry who has the necessary knowledge, skills and attitude to participate in the economic and social development of South Africa.

In the period ahead, covered by this Strategic Plan, we are going to strengthen the monitoring and evaluation of education, so as to ensure that all elements of the system are subjected to rigorous scrutiny. We will use evidence provided by our own research, as well as by other agencies, both locally and internationally, to improve the quality of education. In so doing, we will be making a contribution to the development of South Africa, the SADC region and the African continent as a whole.

Our work is of necessity carried out in close collaboration with provincial departments of education, as well as with a range of other government departments, educational institutions, NGOs and social partners. We will seek to improve the coordination of education development activities, via active partnerships with all of these important role-players.

Our departmental priorities are determined by the overarching goal of government: to ensure quality education for all. In many areas, we can confidently claim that we are ready to excel, by building on the foundations that have been laid in the first decade. In this, we will contribute to the “season of hope” that the country has entered.

On issues of access, we will be seeking to expand educational opportunities for young children, youths and adults. We will continue to expand access to Grade R, and we will also ensure that government services reach children younger than five years of age, via an integrated ECD Plan. ABET will also be extended, with a dual focus on basic literacy and numeracy, as well as on the development of relevant skills amongst adults. In schools, the introduction of “no fee schools”, and the strengthening of fee exemption regulations, should help to ensure that no child is excluded from schooling due to financial constraints. And in higher education, continuing substantial increases in the National Student Financial Aid Scheme will assist thousands of academically deserving students to attend university.

The emphasis on quality is uppermost in our minds as we expand access to education. Quality includes improved learning outcomes, but these must be viewed in a context of increasing social cohesion and national identity. Some of the basic requisites for improved learning outcomes are adequate infrastructure, facilities and learning resources in schools, and a major programme will be mounted over the next five years to ensure that even our poorest schools will have what they need to offer quality education.

Teachers will be assisted to ensure that our younger children can read, write and do arithmetic and that, while they initially learn via the medium of their home language, they also develop the ability to learn via another language. We are also recapitalising our FET Colleges to ensure that they are able to offer relevant and modern high-skills programmes to an increasing number of students, in support of the Accelerated and Shared Growth Initiative (ASGI-SA).

And we will continue monitoring and evaluating the performance and impact of all that we do, so as to ensure that we achieve the outcomes we expect. Education departments, both national and provincial, will be assessed in accordance with their strategic objectives. Districts and district managers will be assessed in terms of their school performance. And school principals and teachers will be held accountable for what happens in schools. Our country and our children deserve the best and we cannot be content with mediocrity, with uncommitted officials and teachers, and with poor learning outcomes. We have the ability, as a country, to do so much better and the full implementation of this Strategic Plan will set us on the path to a high-quality education system, with a place for all.



5. FIVE-YEAR BRANCH PLANS

GENERAL EDUCATION AND TRAINING



GENERAL EDUCATION AND TRAINING

STRATEGIC PLAN FOR 2006 to 2010

The General Education and Training Branch is responsible for laying a solid foundation for lifelong learning and thus increasing the life chances of every citizen in the country. The Branch therefore has a vital responsibility to ensure increased access to quality education for all learners at this level, and to consolidate the gains made since 1994 in increasing the participation levels in the schooling system.

To achieve this, the Branch will increase its focus on:

- Expanding access to early childhood development, particularly for children in rural, farming and other marginalised communities. Programmes of critical importance in this area will include working towards ensuring a reception year in all schools with a Foundation Phase and, in collaboration with the Departments of Social Development and Health, establishing Integrated ECD sites in the most marginalised communities.
- Ensuring the effective implementation of outcomes-based curricula as articulated in the National Curriculum Statement (NCS). In 2006, special attention will be paid to preparing the system for the implementation of the NCS in Grades 8 and 9 in 2007. This will be done via intensive teacher training and resource provisioning.
- Providing a coherent teacher development strategy, with special emphasis on initial teacher preparation, as well as continuing professional development (CPD). This will entail finalising the Framework for Teacher Education to ensure coherence in existing training programmes for teachers, and indicating directions for the future.
- Improving reading levels, particularly for Foundation Phase learners.
- Increasing the number of teachers in scarce and critical skills areas, and revisiting our strategies with a view to attract, train and retain teachers in these areas
- Increasing access to quality education for learners with special educational needs. Priority attention will be given to the systematic introduction of the inclusive education model, which will entail incorporating full-service schools, special schools as resource centres and district-based support teams, as well as improving conditions in special schools.
- Strengthening the system's ability to provide professional support for teachers, based on credible and up-to-date information.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To increase the number of qualified Early Childhood Development (ECD) practitioners in registered ECD sites.	Forty percent of Quintile 1 and 2 primary schools offer Grade R. Thirty percent of practitioners in registered ECD sites (targeting children 0 to 4 years) trained in the basics of Early Childhood Development.	Sixty percent of Quintile 1 and 2 primary schools offer Grade R. Forty percent of practitioners in registered ECD sites (targeting children of 0 to 4 years) trained in basics of Early Childhood Development.	Eighty percent of Quintile 1 and 2 primary schools offer Grade R. Fifty percent of practitioners in registered ECD sites (targeting children of 0 to 4 years) trained in the basics of Early Childhood Development.	Review of quality of programmes offered in Grade R classes in Quintiles 1 and 2 completed. Seventy percent of practitioners in targeted ECD sites participating in appropriate skills development programmes.	Programme to strengthen the quality of programmes and support existing Grade R teachers. All practitioners in targeted ECD sites participating in appropriate skills development programmes.
To ensure the successful implementation of the NCS.	Teachers trained for the implementation of the NCS in Grades 8 and 9, and learning and teaching materials delivered to all schools.	Implementation of the NCS in Grades 8 and 9 closely monitored and support provided to schools.	Evaluation of the implementation of the NCS in the Intermediate Phase undertaken, and areas for strengthened support identified.	Evaluation of the implementation of the NCS in the Senior Phase undertaken, and areas for strengthened support identified.	All GET schools adequately resourced and supported for the effective implementation of the NCS.
To improve the ability of young learners to read, write and do arithmetic, especially those from educationally disadvantaged backgrounds.	National School Library policy finalised and costed and implementation plan in place.	Twenty percent of primary schools in Quintile 1 have designated and functional space for libraries (4% of all primary schools).	Fifty percent of primary schools in Quintile 1 have functional library space.	Seventy percent of primary schools in Quintile 1 have functional libraries.	Hundred percent of Quintile 1 primary schools in the country have functional libraries.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
National Reading Strategy for the Foundation Phase is finalised.	Twenty-five percent of primary schools implement the National Reading Strategy for the Foundation Phase.	Fifty percent of primary schools implement the Reading Strategy for the Foundation Phase.	Seventy-five percent of primary schools implement the Reading Strategy for the Foundation Phase.	All primary schools implement the Reading Strategy for the Foundation Phase.	
The language policy for schools is reviewed to help facilitate entry into schools by all learners, while strengthening the role of indigenous languages in the education system.	All provincial departments are supported to develop implementation plans for giving effect to the policy.	Increase in the number of schools that offer an indigenous language as part of the mandatory curriculum in the Intermediate Phase	Significant increase in the number of schools that offer an indigenous language as part of the mandatory curriculum in the Senior Phase.	Increase in the number of schools that use an indigenous language as a language of teaching and learning.	
The South African model of Inclusive Education is piloted in 30 education districts.	Norms and standards for resourcing Inclusive Education are approved, based on the 30 pilot districts.	Ten percent of all schools resourced are in line with the approved norms and standards for resourcing Inclusive Education.	Twenty percent of all schools resourced are in line with the approved norms and standards for resourcing Inclusive Education.	Thirty percent of all schools resourced are in line with the norms and standards for resourcing Inclusive Education.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To improve the ability of young learners to read, write and do arithmetic, especially those from educationally disadvantaged backgrounds.	Infrastructure, access and quality of teaching and learning are improved in the 66 most neglected special schools.	Infrastructure, access and quality of teaching and learning are improved in an additional 42 most neglected special schools.	Infrastructure, access and quality of teaching and learning are improved in the remaining 27 special schools.	An audit of all special schools is conducted.	An impact study on the recapitalisation of special schools is conducted in the 135 special schools.
To develop and retain qualified and competent teachers in all learning areas at all levels, with special focus on scarce skills areas.	<p>The National Framework for Teacher Education (NFTE) is finalised and a costed implementation plan is in place.</p> <p>Plan to ensure upgrading of all unqualified and underqualified teachers in the system is developed and a costed implementation plan is in place.</p>	<p>Systems and programmes to support the successful implementation of the NFTE are established and elements of development and support are proceeding as intended in the majority of provinces.</p> <p>Thirty-five percent of all underqualified teachers participate in accredited upgrading programmes.</p> <p>Fifty percent of all unqualified teachers participate in accredited upgrading programmes.</p>	<p>A range of accredited teacher education programmes are in place for use in the Initial Preparation of Teachers (IPET), as well as in the Continuing Professional Development of Teachers (CPD).</p> <p>An additional 15% of underqualified teachers participate in accredited upgrading programmes.</p> <p>An additional 20% of all unqualified teachers participate in upgrading programmes.</p>	<p>Elements of the NFTE guide all forms of implementation and management of teacher education, both in IPET and in CPD.</p> <p>An additional 40% of all underqualified teachers participate in upgrading programmes.</p> <p>The last group of unqualified teachers participates in accredited upgrading programmes.</p>	<p>A significant number of serving teachers participate in government-initiated programmes, as well as in accredited programmes of their own choice.</p> <p>Last group of underqualified teachers on the database participates in accredited upgrading programmes.</p> <p>Audit initiated to identify any remaining unqualified and underqualified teachers.</p>

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
	<p>The range of critical skills areas in the Foundation Phase is identified and courses and programmes are designed in partnership with higher education institutions and other stakeholders.</p> <p>Education Management Policy and Standard for Principalship endorsed.</p> <p>1 000 principals identified and enrolled for the practice-based qualification for principals.</p>	<p>Accredited programmes are in place for the development of critical skills in the Foundation Phase.</p> <p>District officials trained in the Education Management Policy and Standard for Principalship. Provincial training materials reviewed for compliance with policy framework.</p> <p>2 000 principals enrolled for the qualification, and the pilot project is evaluated for use as an entry-level qualification for principalship.</p>	<p>All provinces are working in partnership with universities or organisations with accredited and recognised courses towards the development of critical skills for teachers in the Foundation Phase.</p> <p>Database of registered school management service providers, based on adherence to policy developed.</p> <p>3 000 school management team members nationally enrolled in the practice-based principalship qualification, with the focus on female enrolment.</p>	<p>All provinces are working in partnership with universities or organisations with accredited and recognised courses towards the development of critical skills for teachers in the Intermediate and Senior Phases.</p> <p>Understanding of, and adherence to, the Education Management Policy framework monitored. Database expanded.</p> <p>3 000 new candidates enrolled. Course evaluated for impact on schools.</p>	<p>Review conducted of programmes and management of processes to strengthen teaching in critical skills in the GET Phase.</p> <p>Education management environment reviewed. Provincial training materials reviewed for compliance to policy framework.</p> <p>3 000 new candidates enrolled. Course modified, based on evaluation.</p>

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To develop and provide systems and policies for the effective governance and management of schools, including full participation by parents and communities.	All schools have new school governing bodies (SGBs) that reflect the demographics of the school population.	Data-based intervention in schools with unrepresentative SGBs executed.	Revised election guidelines, based on 2006 elections. Impact assessment of SGBs on the quality of learning is initiated.	New SGBs fully reflect the skills and profiles specified in the national guidelines,	Revised election guidelines, based on 2009 elections.
To develop the capacity of district managers, so as to support and ensure quality teaching and learning in schools.	Resource requirements, to ensure adequate professional and administrative support for schools quantified, based on national and international models of good practice.	All provinces have viable plans in place for adequately resourcing education districts.	40% of education districts adequately resourced, so as to offer meaningful support to schools.	Seventy percent of all districts adequately resourced, so as to offer meaningful support to schools.	Hundred percent of all districts adequately resourced, so as to provide meaningful support to schools.
To conduct and commission research on learner performance to direct policy and improve the quality of education.	National assessment conducted of learner skills levels in Grade 3 in Literacy, Numeracy and Life Skills.	Findings of the Grade 3 national assessment disseminated to policy-makers and teachers, in order to plan for, and implement appropriate interventions.	National assessment conducted of learner skills levels in Grade 6 in Literacy, Numeracy and Life Skills.	Findings of the second Grade 6 national assessment disseminated to policy-makers and teachers.	Conducting annual assessments to determine learners' skills levels in critical grades.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
	An external evaluation is conducted to provide a first report on the state of education in schools, using the existing instruments and following the processes and procedures for evaluating schools, as specified in the Whole School Evaluation (WSE) policy.	Findings of the external evaluation disseminated to policy-makers and decision-makers in order to make an informed decision about: <ul style="list-style-type: none"> • Improving the effectiveness of schools; • Improving support systems for schools; and • Reviewing the WSE policy. 	Interventions to address the findings of the external evaluation (as agreed to by policy-makers and decision-makers) implemented and monitored at different levels of the system.	Interventions to address the findings of the external evaluation (as agreed to by policy-makers and decision-makers) implemented and monitored at different levels of the system.	Interventions to address the findings of the external evaluation (as agreed to by the policy-makers and decision-makers) implemented and monitored at different levels of the system.
	Research agenda set for next 3 years, and critical issues identified and initiated.	Research findings disseminated to managers at different levels of the system, and to teachers, in order to develop appropriate interventions.	Interventions to address the research findings implemented at different levels.	Interventions to address the findings of the audit implemented at different levels.	Interventions to address the findings of the audit implemented at different levels.
		Pertinent issues for further research identified and investigated.	Pertinent issues for further research identified and investigated.	Pertinent issues for further research identified and investigated.	Pertinent issues for further research identified and investigated.

FURTHER EDUCATION AND TRAINING



FURTHER EDUCATION AND TRAINING

STRATEGIC PRIORITIES FOR 2006 ONWARDS

The goals of the Branch are to:

- Develop and implement modern, relevant and high-level curricula and programmes in schools offering Grades 10 to 12, as well as in FET colleges;
- Implement a national examination system for the National Senior Certificate in schools, as well as for FET colleges (Vocational);
- Increase the participation and success rates of persons in the age group 16 to 24 in relevant, high-quality FET programmes;
- Increase the numbers of FET learners, achieving high levels of language, mathematics and science proficiency;
- Develop effective systems, structures, funding norms and human resources for Grades 10 to 12, as well as programmes for FET colleges;
- Monitor and evaluate the delivery of programmes for FET colleges; and
- Monitor and support the goals of the White Paper on e-Education.

With regard to schools offering Grades 10 to 12, the Branch will:

1. Provide support to the provinces for the implementation of the National Curriculum Statement (NCS) in Grades 10 to 12, especially in relation to teacher development and assessment practices.
2. Publish Grades 10, 11 and 12 textbook catalogues.
3. Set and translate high-quality and error-free examination papers for the 11 nationally examined subjects in the National Senior Certificate.
4. Publish detailed reports on the results of the Senior Certificate examinations, in order to monitor and evaluate the quality and growth of learner attainment, and plan for the implementation of the National Senior Certificate.
5. Actively support the provinces and schools in reducing the dropout and repeater rates in Grades 10 to 12.
6. Increase the number of focus schools, offering mathematics and science, with particular focus on redress.
7. Develop a framework for expanding specialist subjects in poor areas, so that more learners may have access to a wider range of subjects.

With regard to FET colleges, the Branch will:

- Develop and gazette requirements for the Further Education and Training Certificate (FETC) (Vocational).
- Oversee the development and approval of programmes, leading to the FETC (Vocational).
- Strengthen ties with SETAs, government departments, the private sector and universities.
- Develop a plan for the recapitalisation of FET colleges, based on the FET programmes offered at each college.
- Develop a National Plan for the sector, including norms and plans for FET colleges.
- Actively support the provinces and colleges to improve the throughput and placement rates of college students.
- Support the expansion and use of ICT in teaching and learning at all FET college campuses.
- Improve the use of information systems for planning and evaluation.
- Support colleges in providing credible assessments of learning.

CHIEF DIRECTORATE: FET SCHOOLS CURRICULUM AND INNOVATION

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
<p>To regulate private institutions that offer full qualifications in the FET band.</p>	<p>Develop and put into place a National Register of private FET institutions.</p> <p>Evaluate applications for registration and issue certificates of registration.</p> <p>Announcement of the date for the end of the current transitional arrangements for registration.</p> <p>Review the regulations for the registration of private FET institutions.</p>	<p>Publish a National Register of private FET institutions.</p> <p>Evaluate applications for registration and issue certificates of registration.</p>	<p>Monitoring of private FET institutions for compliance with the legal framework.</p> <p>Evaluate applications for registration and issue certificates of registration.</p>	<p>Monitoring of private FET institutions for compliance with the legal framework.</p> <p>Evaluate applications for amendment and conversion and issue amended certificates of registration.</p>	<p>Monitoring of private FET institutions for compliance with the legal framework</p> <p>Evaluate applications for registration and issue certificates of registration.</p>
<p>To improve the quality of teaching, learning and assessment in the FET band in schools, via curricula, transformation, teacher training and improved resources provisioning, especially ICT resources; and to advise PEDs on the establishment of dedicated schools.</p>	<p>NCS successfully introduced in Grade 10.</p> <p>The number of curriculum objects in the educational portal (Thutong) is increased to 20 000. The number of registered users on the portal increases to 10 000.</p>	<p>NCS successfully introduced in Grade 11.</p> <p>Teachers contribute to the pool of electronic content resources available. The number of registered users on the portal increases to 15 000.</p>	<p>NCS successfully introduced in Grade 12.</p> <p>The level of use and effectiveness of the portal is evaluated. The quality and quantity of electronic content resources monitored and evaluated.</p>	<p>Review of implementation of NCS in Grades 10 - 12.</p> <p>The portal is extensively used as a content resource, as well as for collaboration and communication.</p>	<p>The portal is extended to access virtual learning platforms.</p>

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
	All Grade 11 and 12 teachers attend orientation workshops on the implementation of the NCS.	A national catalogue of Grade 12 textbooks and literature books is developed, published and distributed to the provinces and to schools.	A national catalogue of Grade 10 textbooks and literature books is developed, published and distributed the provinces and to schools.	The Grades 10, 11 and 12 national textbook and literature book catalogues are updated and delivered to the provinces and schools.	The Grades 10, 11 and 12 national textbook and literature book catalogues are updated and delivered to the provinces and schools.
	Assessment workshops are conducted for subject advisors.	All Grade 11 learners receive a minimum of 7 textbooks.	All Grade 12 learners receive a minimum of 7 textbooks.	All Grades 10, 11 and 12 learners receive a minimum of 7 textbooks.	All Grades 10, 11 and 12 learners receive a minimum of 7 textbooks.
	A national catalogue of Grade 11 textbooks is developed and distributed.	Subject-specific workshops are conducted for all 29 subjects.	The Grades 11 and 12 national textbook catalogues are updated.	Teachers attend training workshops on new content.	Teacher development strategies are monitored and strengthened.
	The results of a survey of textbook provision to Grade 10 learners is published.	Teacher development programmes are monitored and reviewed.	Teachers attend training workshops on new content	Teacher development strategies are monitored and strengthened.	
	A total of 400 schools participate in the second phase of the Mathematics, Science and Technology Strategy, and are suitably resourced. Teachers in these 400 schools receive training.	A total of 450 schools participate in the second phase of the Mathematics, Science and Technology Strategy and are suitably resourced. Teachers in these 450 schools receive training.	Teacher development strategies are monitored and strengthened.	A report on the MSTE Strategy is published.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
		<p>Publish results of audit. Fifty percent of schools are connected, have access to the Internet and can communicate electronically.</p>	<p>A total of 500 schools participate in the second phase of the Mathematics Science and Technology Strategy and are suitably resourced.</p> <p>All high schools are connected, have access to the Internet and can communicate electronically.</p>	<p>Fifty percent of schools are connected, have access to the Internet and can communicate electronically.</p>	<p>Connectivity access to the Internet and electronic communication is monitored and reported upon.</p>

CHIEF DIRECTORATE: FET COLLEGES

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To increase capacity of FET colleges, so as to fulfil their mandate.	<p>Colleges are suitably staffed and training is provided to college staff.</p> <p>Staff development is integrated into annual planning as part of the FET Recapitalisation Plan.</p> <p>A Monitoring Unit is established at DoE.</p> <p>FETC (Vocational) is gazetted with 11 new programmes at Levels 2, 3 and 4.</p>	<p>Phase 1 of the FET Recapitalisation Plan is implemented.</p> <p>Phase 2 of the Recapitalisation Plan is implemented, and a report is published on Phase 1.</p> <p>New programmes are offered at Level 2 in FET colleges.</p>	<p>Phase 3 of the FET Recapitalisation Plan is implemented. A report on Phase 2 is published.</p> <p>Annual performance reviews are conducted for staff at all the colleges.</p> <p>New programmes are offered at Levels 2 and 3 in FET colleges.</p>	<p>A report is published on the three-year Recapitalisation Plan.</p> <p>College staff are continuously upgraded, in line with skills demands.</p> <p>New programmes are offered at Levels 2, 3 and 4. The first FETC (Vocational) is awarded.</p>	
To increase learner participation, retention and throughput, especially amongst the youth.	<p>Campaign launched to recruit youths for formal programmes at FET colleges.</p> <p>Career guidance and counselling systems are established for FET colleges, and for youths.</p> <p>A student tracking system is piloted.</p>	<p>Increased numbers of youths are placed in formal programmes at FET colleges.</p> <p>Promotional material on 11 new programmes is developed and distributed.</p> <p>A student tracking system is piloted.</p>	<p>Increased numbers of youths are placed in formal programmes at FET colleges.</p> <p>A student tracking system is installed at all colleges to monitor retention and throughput rates.</p> <p>A student tracking system is piloted.</p>	<p>The Youth Development Strategy is reviewed.</p>	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
	Student Support Units are established at 20 colleges.	Student Support Units are established at 40 colleges.	Student Support Units are established at 50 colleges.		
To develop programmes and qualifications to ensure relevance and quality, and coordinate with DoL, SETAs, etc.	Norms and standards for funding college programmes are published as policy.	Funding is allocated to colleges in accordance with the set norms and standards for Level 2 programmes.	Funding is allocated to colleges in accordance with the set norms and standards for Level 2 and 3 programmes.	Funding is allocated to colleges in accordance with the set norms and standards for Level 2, 3 and 4 programmes.	The new integrated planning and funding system is reviewed.
To manage and report on implementation and success values.	All colleges are connected via the ICT connectivity project.	A fully functional FETMIS is in place and data is captured and analysed against set targets.	Colleges use information from FETMIS for planning purposes.	FETMIS is updated.	

CHIEF DIRECTORATE: NATIONAL EXAMINATIONS AND ASSESSMENT

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
<p>To conduct credible examination and assessment practices in schools and colleges, based on research and international best practice, and to improve levels of learner attainment in the examinations.</p>	<p>High-quality and error-free question papers are set for the 11 national subjects for the Senior Certificate examinations for 2006.</p> <p>Examiners and moderators for the 2008 NSC are appointed and trained.</p> <p>Grade 10 examination exemplars are developed and published.</p> <p>A Learner Attainment Strategy for all schools is developed and implemented.</p> <p>Five credible examinations are conducted for General Studies and Natural Science Studies. Examinations are set for all level 2 subjects.</p>	<p>High-quality and error-free question papers are set for the 11 national subjects for the Senior Certificate examinations for 2007.</p> <p>Examiners and moderators are trained and they set the Grade 11 examinations for internal marking.</p> <p>All schools with pass rates above 20% in the Senior Certificate examination.</p> <p>Five credible examinations are conducted for General Studies and Natural Science Studies. High-quality, error-free examinations are set for all NQF Level 2 subjects.</p>	<p>High-quality and error-free question papers are set for the 29 national subjects for the National Senior Certificate examinations.</p> <p>All schools with pass rates above 30% in Senior Certificate examinations.</p> <p>Five credible examinations are conducted for General Studies and Natural Science Studies. High-quality, error-free examinations are set for all NQF Level 3 subjects.</p>	<p>High-quality and error-free question papers are set for the 29 national subjects for the National Senior Certificate examinations.</p> <p>Five credible examinations are conducted for General Studies and Natural Science Studies. High-quality, error-free examinations are set for all NQF Level 4 subjects.</p>	<p>High-quality and error-free question papers are set for the 29 national subjects for the National Senior Certificate examinations.</p>

HIGHER EDUCATION



HIGHER EDUCATION

STATEMENT OF PRIORITIES FOR 2006 ONWARDS

The Higher Education Branch continues to provide strategic direction for the development of an effective and sustainable higher education system, and to manage government's responsibilities regarding the regulation of the higher education system. The strategic objectives and associated plans are based on the Ministry's commitment to support the core work of higher education, i.e. teaching and learning, research and community service, via quality improvement of the higher education system, as well as enhanced efficiency and effectiveness.

The strategic objectives of the Higher Education Branch are summarised as follows:

1. **The provision of regulatory support to the higher education system.** In addition to amending of legislation as appropriate, particular attention will be paid to reviewing the regulations and procedures for the registration of private higher education institutions.
2. **Academic and research support to the higher education system.** Emphasis will be placed on the development of policies and criteria for research and teaching development grants, as stipulated in the funding framework for higher education.
3. **The provision of institutional support to higher education institutions.** This includes capacity-building, support to student leadership councils and institutional forums.
4. **Internationalisation of higher education.** The focus will be on the development of a framework for the internationalisation of the higher education system, particularly in the context of the African Continent.
5. **The strengthening of planning to support the production of quality graduates, required for the social and economic development of the country.** The enrolment planning process will be refined, particularly taking into account the availability of resources, as well as national human resources development priorities.
6. **The achievement of institutional diversity in the South African higher education system.** Continued technical, financial and policy support will be provided to higher education institutions, as part of the restructuring process which is underway. Support for the establishment of national institutes of higher education in Mpumalanga and the Northern Cape will be accelerated.
7. **Monitoring and evaluation of the higher education system (including equity, access, diversity and outputs).** Particular emphasis will be placed on the evaluation of the restructuring process, in order to assess the extent to which policy objectives have been met. Projects will also be undertaken to strengthen systemic and institutional performance indicators.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
<p>1. To provide regulatory support to the higher education system.</p> <p>1.1. To ensure that the Higher Education Act, regulations and institutional statutes are formulated in line with legislation and policy.</p> <p>1.2. To ensure appropriate regulation of private higher education institutions.</p>	<p>Amendments approved and gazetted.</p> <p>Revised regulations and processes for the registration of private higher education institutions are adopted.</p> <p>Institutions are registered in accordance with the regulations.</p>	<p>Implement amendments to the Higher Education Act, as well as to the regulations and statutes.</p> <p>Continue to register private institutions, in line with the revised regulations.</p>	<p>Monitor and evaluate the need for further amendments to legislation, as well as to the regulations.</p> <p>Continue to register private institutions, in line with the regulations.</p>	<p>Monitor and evaluate the need for further amendments to legislation, as well as to the regulations.</p> <p>Continue to register private institutions, in line with the regulations.</p>	<p>Monitor and evaluate the need for further amendments to legislation, as well as to the regulations.</p> <p>Continue to register private institutions, in line with the regulations.</p>

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
<p>2. To provide academic and research support to the higher education system.</p> <p>2.1. To develop and maintain appropriate policies, so as to enhance research output and academic performance of higher education institutions.</p> <p>2.2. To provide an appropriate policy framework for programmes and qualifications in higher education.</p>	<p>Enhance the role of institutional research offices in administering and managing research output evaluative processes and procedures.</p> <p>Policy, procedures and a monitoring framework and criteria are developed and approved for research development grants, teaching development grants, and the measuring of research outputs in the creative and performing arts.</p> <p>PQM to be aligned with the approved vision and mission statements of all higher education institutions.</p>	<p>Continue to provide support to research offices in the management of research outputs and information.</p> <p>Implement policies for research development grants, teaching development grants, and the measuring of research outputs in the creative and performing arts.</p> <p>PQM refined and continuously aligned with the vision and mission statements of all higher education institutions.</p>	<p>Continue to provide support to research offices in the management of research outputs and information.</p> <p>Implement policies for research development grants, teaching development grants, and the measuring of research outputs in the creative and performing arts.</p> <p>PQM refined and continuously aligned with the vision and mission statements of all higher education institutions.</p>	<p>Continue to provide support to research offices in the management of research outputs and information.</p> <p>Implement policies for research development grants, teaching development grants, and the measuring of research outputs in the creative and performing arts.</p> <p>PQM refined and continuously aligned with the vision and mission statements of all higher education institutions.</p>	<p>Implement policies for research development grants, teaching development grants, and the measuring of research outputs in the creative and performing arts.</p> <p>PQM refined and continuously aligned with the vision and mission statements of all higher education institutions.</p>

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
<p>3. To provide institutional support to higher education institutions.</p> <p>3.1. To provide support for enhancing effective student governance and leadership at higher education institutions.</p> <p>3.2. To provide support for institutional forums.</p> <p>3.3. To provide support to councils in the execution of their fiduciary responsibilities.</p> <p>3.4. To provide support to higher education institutions to manage the impact of HIV and Aids.</p>	<p>Unitary student representative body is established and operational.</p> <p>An assessment of the current functionality of institutional forums is finalised.</p> <p>Provide targeted support towards improved effectiveness of councils.</p> <p>A database of current and prospective council members is developed and used.</p> <p>Improved and effective national and institutional response to the management and alleviation of HIV and Aids.</p>	<p>Continue to provide support to student governance and leadership, via guides and manuals.</p> <p>Support institutions to improve the functionality of institutional forums.</p> <p>Provide targeted support towards improved effectiveness of councils.</p> <p>A database of current and prospective council members is used.</p> <p>Improved and effective national and institutional response to the management and alleviation of HIV and Aids.</p>	<p>Continue to provide support to student governance and leadership, via guides and manuals.</p> <p>Support institutions to improve the functionality of institutional forums.</p> <p>Provide targeted support towards improved effectiveness of councils.</p> <p>Improved and effective national and institutional response to the management and alleviation of HIV and Aids.</p>	<p>Support institutions to improve the functionality of institutional forums.</p> <p>Provide targeted support towards improved effectiveness of councils.</p> <p>Improved and effective national and institutional response to the management and alleviation of HIV and Aids.</p>	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
<p>4. To promote the internationalisation of higher education.</p> <p>4.1. To develop a framework for the internationalisation of the South African higher education system, particularly in the context of Africa and NEPAD.</p> <p>4.2 To ensure effective management of international higher education scholarships.</p>	<p>An improved and effective support system, at national and institutional level, regarding matters pertaining to international higher education exchanges.</p> <p>Establish improved and effective information resources, pertaining to international study opportunities.</p>	<p>Continue to provide support to institutions on matters pertaining to international higher education exchanges.</p> <p>Continue to enhance and disseminate information resources, pertaining to international study opportunities.</p>	<p>Continue to provide support to institutions on matters pertaining to international higher education exchanges.</p> <p>Continue to enhance and disseminate information resources, pertaining to international study opportunities.</p>		
<p>5. To strengthen planning, so as to support the production of quality graduates, required for the social and economic development of the country.</p> <p>5.1. To refine enrolment planning policy and processes.</p>	<p>Enrolment planning targets approved by the Minister.</p>	<p>Enrolment planning targets refined and approved.</p>	<p>Enrolment planning targets refined and approved.</p>		

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
	<p>Implementation of recommendations arising from the review of the funding needs of the higher education sector.</p> <p>Framework for the implementation of the National Higher Education Information and Application Service is approved by the Minister of Education.</p>	<p>Ongoing monitoring of the funding needs of higher education.</p> <p>The National Higher Education Information and Application Service is operational.</p>	<p>Ongoing monitoring of the funding needs of higher education.</p> <p>Provide ongoing support to the National Higher Education Information and Application Service.</p>	<p>Ongoing monitoring of the funding needs of higher education.</p> <p>Provide ongoing support to the National Higher Education Information and Application Service.</p>	
<p>6. To achieve institutional diversity in the South African higher education system.</p> <p>6.1 To establish the National Institutes of Higher Education (NIHEs).</p> <p>6.2 To restructure the higher education system.</p>	<p>National Institutes of Higher Education in Mpumalanga and the Northern Cape are established, with functioning boards.</p> <p>Documentation of the higher education restructuring and merger process is completed.</p> <p>Support is provided for the restructuring process.</p>	<p>National Institutes of Higher Education in Mpumalanga and the Northern Cape are operational.</p> <p>Continue to provide technical and financial support for the restructuring of higher education institutions.</p>	<p>Continue to provide support to the National Institutes of Higher Education in Mpumalanga and the Northern Cape.</p>	<p>Continue to provide support to the National Institutes of Higher Education in Mpumalanga and the Northern Cape.</p>	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
7.1. To strengthen the systemic performance indicators of the higher education system.	Systemic goals and performance measures in the National Plan for Higher Education are assessed and refined as is appropriate.	The higher education system is monitored and assessed against revised goals and performance measures.	The higher education system and institutional profiles are monitored and assessed against revised goals and performance measures.	The higher education system and institutional profiles are monitored and assessed against revised goals and performance measures.	
7.2. To strengthen the institutional performance indicators of the higher education system.	<p>A cohort analysis is finalised and released for 2000 and 2001 entry.</p> <p>Institutional profiles are developed and reported on, using existing information in the higher education sector.</p> <p>A framework for institutional performance indicators is developed.</p>	Continue to conduct cohort studies for subsequent years.	Continue to conduct cohort studies for subsequent years.	Continue to conduct cohort studies for subsequent years.	
7.3. To develop an improved Management Information System for Higher Education (HEMIS).	<p>The CESM review is finalised.</p> <p>Changes to HEMIS software are finalised.</p> <p>Specifications are developed for a space reporting system.</p>	The revised CESM categories and HEMIS specifications are implemented.	Continue to monitor and assess the need for further revision of the CESM categories and HEMIS fields.	Continue to monitor and assess the need for further revision of the CESM categories and HEMIS fields.	

SYSTEM PLANNING AND MONITORING



SYSTEM PLANNING AND MONITORING

STATEMENT OF PRIORITIES

The specific functions of the Branch are to analyse, evaluate and monitor the medium to long-range costing, financing and resourcing of education in South Africa, and to produce reports, models, plans and policies required for national leadership in this regard. Furthermore, to ensure that conditions, policies and support mechanisms are in place for effective and efficient labour relations in the educator sector in South Africa, as well as to provide legal and legislative support, and accurate, reliable and relevant information for decision-making. Lastly, to develop a national Education Management Information System, in order to support the planning, evaluation, monitoring and management of the education system.

Key policy issues and programmatic thrust of plans

Over the next period, the following will be the Branch's main programmatic and policy interventions:

- Developing national norms and standards, as well as a Basic Minimum Package (BMP) for the provision of school infrastructure.
- Strengthening the national Education Management Information System, so as to enhance planning and monitoring.
- Analysing of, and reporting on education expenditure and investment, as well as promoting optimal budgeting processes to ensure access, equity and redress.
- Ensuring effective and efficient labour relations, as well as the development of education staff, so as to improve the quality of teaching and learning in South Africa.
- Analysing of, and reporting on human resources requirements and capacity.
- Developing and monitoring an evaluation framework for reporting on service delivery in education, including responses to global initiatives, such as the Education for All Programme and the Millennium Development Goals.
- Developing and maintaining funding norms and standards for all sub-systems in the education system.

CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS
 DIRECTORATE: PHYSICAL PLANNING

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To develop, implement and monitor a strategy for improved delivery of services to schools, including infrastructure, facilities, water, sanitation and electricity, and to source funding for these.	<p>A national strategy on the provision of school infrastructure is finalised, including norms and standards.</p> <p>Monthly monitoring reports on infrastructure delivery and the impact of demographic changes.</p>	<p>Implementation of the infrastructure strategy.</p> <p>Corrective measures are taken for the delivery of infrastructure development programmes.</p>	<p>Implementation of the infrastructure strategy.</p> <p>Proposals for funding of infrastructure, via additional funding sources, such as PPPs.</p>	<p>Implementation of the infrastructure strategy.</p> <p>Ongoing.</p>	<p>Ongoing.</p> <p>Ongoing.</p>
	<p>A school infrastructure audit completed in all schools. A National Education Infrastructure Management System (NEIMS) is developed to manage and monitor school infrastructure.</p>	<p>Implementation of NEIMS in the provincial departments of education.</p>	<p>Ongoing.</p>	<p>Ongoing.</p>	<p>Ongoing.</p>
To support the recapitalisation of FET colleges.	<p>Advising on, and monitoring of FET recapitalisation plans.</p>	<p>Ongoing.</p>	<p>Ongoing.</p>	<p>Ongoing.</p>	<p>Ongoing.</p>
To support the conversion of selected schools into “full-service” inclusive schools.	<p>Advising on, and monitoring of the conversion of 30 schools.</p>	<p>Ongoing.</p>	<p>Ongoing.</p>	<p>Ongoing.</p>	<p>Ongoing.</p>

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To plan and monitor the equitable distribution of education funding in support of education policies.	Finalise norms and produce monitoring reports on the implementation of the national norms and standards for funding of ordinary public schools, independent schools and ABET centres.	Ongoing monitoring.	A review of norms and standards is conducted.	Amendments are made to norms, as indicated by the review.	Ongoing monitoring.
	Finalise and produce an assessment report on the readiness of PEDs to implement the national norms and standards for the funding of FET colleges, and Grade R.	Monitoring reports are produced on the implementation of the national norms and standards for funding of FET colleges, and Grade R.	A monitoring report is produced on the effectiveness of the national norms and standards for funding of FET colleges, and Grade R.	A review is conducted of the national norms and standards for funding of FET colleges, and Grade R.	Revised report published in the Government Gazette.
	Development of national norms and standards for funding ELSEN in particular, and inclusive education in general.	National norms and standards are approved for inclusive education. Preparatory work is undertaken for the implementation of these norms in 2008.	Monitoring reports are produced on the implementation of the national norms and standards for inclusive education.	A monitoring report is produced on the effectiveness of the national norms and standards for inclusive education.	Review national norms and standards for inclusive education.
	National database on school fees and exemptions is established. Preliminary research is carried out, and terms of reference for a regulatory mechanism for school fees are compiled.	Improved reporting, analysis and planning regarding school fees. Report on a regulatory mechanism for a fee framework is completed.			

CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING AND ANALYSIS
 DIRECTORATE: ECONOMIC ANALYSIS

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To promote and support optimal budgeting processes and to monitor and evaluate the utilisation of resources in education.	Mechanisms for the coordination of education budget processes are developed.	Procedures for optimal budgeting are approved.	Monitoring report on budgeting and budget processes is compiled.	Ongoing.	Ongoing.
	Report on the credibility of PEDs' plans for 2006/07 is produced.	Report on the credibility of PEDs' plans for 2007/08 is produced.	Report on the credibility of PEDs' plans for 2008/09 is produced.	Report on the credibility and compliance of PED plans for 2009/10 is produced.	Report on the credibility of PED plans for 2010/11 is produced.
To develop and facilitate standard financial reporting formats.	Standard financial formats used across all education departments.	Ongoing.	Ongoing.	Ongoing.	Ongoing.
	Long-range education investment plan is published.				
	Recommendations are made regarding improvements to financial management and planning policies and systems.	Develop terms of reference for reporting on expenditure trends in provincial budgets.	The report is published, with recommendations.	Implementation of recommendations.	Review of the recommendations from the report, based on implementation experience.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To implement and report on the implementation of the Education Information Policy.	Fifty percent of the first set of approved standards and guidelines is implemented. A second set of Information standards and guidelines is approved.	The first set of information standards and guidelines is fully implemented.	Twenty-five percent of the second set of approved standards and guidelines is implemented. Fifty percent of the second set of approved standards and guidelines is implemented.	Seventy-five percent of the second set of information standards and guidelines is implemented.	The second set of information standards and guidelines is fully implemented.
	Develop and test a monitoring tool for the implementation of information standards.	The implementation of the first set of standards is monitored and reported on.	Ongoing.	Ongoing.	Ongoing.
To develop and maintain an Integrated Education Management Information System (EMIS), based on individual learner records.	Facilitate the development of operational information systems. Monitoring and support of SA-SAMS (V5) roll-out by provinces and 25% of all public schools utilise SA-SAMS (CV4).	System implemented in 25% of schools. Support the design of operational systems. Monitoring and support of SA-SAMS (V5) roll-out by provinces and 50 % of all public schools utilise SA-SAMS.	System implemented in 50% of schools. Support the design of operational systems. Monitoring and support of SA-SAMS (V5.1) roll-out by provinces and 75 % of all public schools have access to SA-SAMS.	System implemented in 75% of schools. Monitoring and support of SA-SAMS (V5.2) roll-out by provinces and 100 % of all public schools have access to SA-SAMS.	System implemented in 100% of schools.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
	The 2006 national surveys are conducted, verified and integrated into the national data warehouse.	The 2007 national surveys are conducted, verified and integrated into the national data warehouse.	The 2008 national surveys are conducted, verified and integrated into the national data warehouse.	The 2009 national surveys are conducted, verified and integrated into the national data warehouse.	The 2010 national surveys are conducted, verified and integrated into the national data warehouse.
	The learner unit record system is implemented in two provinces and the Western Cape.	The learner unit record information system is implemented in three additional provinces.	The learner unit record information system is implemented in three additional provinces.	The implementation of the learner unit record information system is completed and operational.	The implementation of the learner unit record information system is maintained and enhanced.
	Interns are recruited and trained for the development of capacity in EMIS.	Implementation of an integrated EMIS network in six provinces.	Implementation of an integrated EMIS network in all provinces.	A fully integrated national EMIS is implemented and operational.	
	Monitoring and support of SA-SAMS (V4) roll-out by provinces, 25% of all public schools utilise.				
	The FETMIS system is developed and used in all FET colleges.				
	A Business Intelligence Tool and a GIS facility are fully set up within the national department.	Capacity is developed for improved management of business intelligence and data warehouse.	EMIS systems, software and infrastructure are maintained and enhanced for improved performance.	Ongoing.	Ongoing.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
	Facilitate the implementation of business intelligence tools in the provinces.	Facilitate the implementation of business intelligence tools in the provinces.	Support the maintenance of business intelligence system.		
	An annual sample survey is conducted to verify and improve the accuracy of the 2006 annual school survey data.	An annual sample survey is conducted to verify and improve the accuracy of the 2007 annual school survey data.	An annual sample survey is conducted to verify and improve the accuracy of the 2008 annual school survey data.	An annual sample survey is conducted to verify and improve the accuracy of the 2009 annual school survey data.	An annual sample survey is conducted to verify and improve the accuracy of the 2010 annual school survey data.
	Production of 2005 Statistics at a glance report, and the preliminary release of the 2006 learner data.	Production of 2006 Statistics at a glance report, and the preliminary release of the 2007 learner data.	Production of 2007 Statistics at a glance report, and the preliminary release of the 2008 learner data.	Production of 2008 Statistics at a glance report, and the preliminary release of the 2009 learner data.	Production of 2009 Statistics at a glance report, and the preliminary release of the 2010 learner data.

CHIEF DIRECTORATE: INFORMATION, MONITORING AND EVALUATION
DIRECTORATE: MONITORING AND EVALUATION

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To develop and implement a Monitoring and Evaluation (M+E) framework in education, using macro service delivery indicators.	<p>A Monitoring and Evaluation framework for the system is approved and disseminated.</p>	<p>Implementation of the M E framework.</p>	<p>Review of M E framework components.</p>	<p>Ongoing use of M E framework for assessing progress and trends in provisioning.</p>	<p>Ongoing.</p>
	<p>A baseline report on the macro indicators of the education system is published.</p>	<p>The 2006 macro indicators report of the education system is developed and disseminated.</p>	<p>The 2007 report is developed and disseminated.</p>	<p>The 2008 report is developed and disseminated.</p>	<p>The 2009 report is developed and disseminated.</p>
	<p>The 2005 service delivery report is published.</p>	<p>Data is gathered in preparation for the education service delivery indicators report.</p>	<p>The 2007 and 2008 education service delivery indicator report is produced and disseminated.</p>	<p>The 2008 and 2009 report is produced and disseminated.</p>	<p>The 2009 and 2010 report is produced and disseminated.</p>
	<p>Data is gathered for the 2006 education service delivery indicators report.</p>	<p>Data is gathered in preparation for the 2007 education service delivery indicators report.</p>	<p>Data is gathered in preparation for the 2008 education service delivery indicators report.</p>	<p>Data is gathered in preparation for the 2009 education service delivery indicators report.</p>	<p>Data is gathered in preparation for the 2010 education service delivery indicators report.</p>
	<p>Suitable capacity-building programmes in education planning are identified.</p>	<p>Facilitate training and placement of officials in education planning training programme.</p>	<p>Facilitate training and monitor provision of training programme.</p>	<p>Facilitate and evaluate the effectiveness of the training programme.</p>	<p>Ongoing.</p>

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To coordinate and enhance national and international reporting obligations.	Country report on national and international commitments prepared, including GWM E, EFA, MDG and APRM.	Development of a framework for 2009 report on EFA, incorporating MDGs. Country reports on national and international goals, i.e. GWM E, EFA, MDG and APRM are developed. Coordinate inputs of the Human Rights Commission's report.	Planning and preparations finalised for 2009 report on EFA. Ongoing.	The 2009 EFA status report on education interventions developed, incorporating MDGs. Ongoing.	Ongoing country reports. Ongoing.
To facilitate and undertake research and analyses to support planning processes in the Department.	Completion of a study on the extent of home schooling. Further research agenda is finalised. Annual seminar for education researchers is convened.	A report is produced on an analysis of trends on key indicators in education and training.	Preparations and compilation of data for a 15-year review report on the contribution of education and training to social and economic development.	Fifteen-year review report, on the contribution of education and training to social and economic development, with qualitative and quantitative information, finalised.	Fifteen-year review report disseminated.

**CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES PLANNING
DIRECTORATE: EDUCATOR PLANNING, PROVISIONING AND EVALUATION**

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
<p>To develop and implement an HR planning system, so as that to ensure all institutions are adequately staffed with appropriately skilled educators.</p>	An HR planning framework and database is developed.	The HR planning framework and database is reviewed and refined.	Ongoing.	Ongoing.	Ongoing.
	Specific needs with regard to recruitment of skills for particular posts are investigated, and a recruitment strategy is developed.	Ongoing.	Ongoing.	Ongoing.	Ongoing.
	The results of pilot study in incentives are analysed, revised and implemented in identified areas, as part of pilot studies.	Recruitment and retention strategies of teachers are further researched.	The effectiveness of recruitment and retention strategies is evaluated. Strategies are revised in accordance with needs.	The principles of providing incentives are reviewed.	Maintain an educator's skills inventory and monitor it systematically to support developmental initiatives, and match these against internal skills and competency requirements. SADC conference declarations are discussed and considered for implementation.
	Status of temporary teachers is investigated and recommendations are made to HEDCOM.	HEDCOM recommendations are implemented.	A final incentive system is developed and agreement is reached.		
	Annual report on HR planning is produced.	Ongoing.	Ongoing.	Ongoing.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To develop HR management systems.	<p>A needs analysis for an HRM system is completed.</p> <p>A strategy is developed for the optimal utilisation of current primary systems, such as PERSAL and EMIS.</p> <p>New fields are created on PERSAL in accordance with HRM needs.</p>	<p>All data fields on PERSAL are activated and new fields are at least 50% populated.</p>	<p>All fields on PERSAL are fully populated and utilised.</p>	<p>All aspects of HRM in the provinces are effectively conducted.</p>	<p>Quality of education in the provinces is improving, as a result of effective HRM.</p>
	<p>Needs analysis is completed on the development of secondary systems to enable the provinces to function effectively with regard to HRM.</p>	<p>Secondary systems to address needs in the provinces are developed.</p>	<p>Systems are implemented to ensure effective functioning in the provinces with regard to HRM.</p>	<p>Monitoring, evaluation and further development of systems are conducted.</p>	<p>Effective HRM in place in the provinces, resulting in improved quality of education.</p>

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To develop and maintain post-provisioning norms (PPN) for educators and non-educators, aimed at optimal effectiveness and fairness in the utilisation of human resources in education.	<p>Review the PPN and advise on new approaches to ensure equity and quality.</p> <p>Develop PPNs for inclusive education, FET colleges and for support staff to schools are developed and policy declared.</p>	<p>Model is revised in accordance with needs identified within the available funds.</p> <p>Provinces at least 70% in compliance with norms.</p>	<p>Revised model is implemented.</p> <p>Provinces at least 80% in compliance with norms.</p>	<p>The effect of the revised model is reviewed and amendments are proposed.</p> <p>Provinces at least 90% in compliance with norms.</p>	<p>Post provisioning is effectively managed in all provinces.</p> <p>Provinces in full compliance with norms.</p>
To monitor and manage the supply and demand of teachers.		<p>Further investigations conducted on factors impacting on the recruitment and retention of educators, and on how negative factors could be counteracted.</p>		<p>Ongoing.</p>	<p>Ongoing.</p>

CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES PLANNING
 DIRECTORATE: EDUCATION LABOUR RELATIONS AND CONDITIONS OF SERVICE

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To implement procedures and processes for the Integrated Quality Management System (IQMS), and to amended these where necessary.	<p>The IQMS implementation is monitored.</p> <p>Monitoring and evaluation reports are produced on the reduction in the number of disputes.</p>	<p>The IQMS review is completed.</p> <p>A report is produced on the effectiveness of the dispute prevention strategy.</p>	<p>The refined IQMS is implemented and a monitoring report is produced on the system.</p> <p>The review of the Dispute Resolution and Prevention Strategy and Systems is completed.</p>	<p>The IQMS is implemented and monitored.</p> <p>Recommendations of the Review of the Dispute Resolution and Prevention Strategy and Systems are implemented.</p>	
To develop partnerships and strengthen relations in labour relations matters within the SADC.	<p>Facilitate labour relations structures in other SADC countries, with the assistance of the ILO.</p>	<p>Engagements with other countries are intensified.</p>	<p>A study tour is completed to other parts of Africa to examine other models of education labour relations.</p>	<p>A report is produced on education labour relations issues that affect the continent, including the SADC region.</p>	<p>A conference is convened on education labour relations issues that affect the continent, including the SADC region.</p>

**CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES PLANNING
DIRECTORATE: NATIONAL HUMAN RESOURCES DEVELOPMENT**

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To review the NHRD Strategy for South Africa and to advise the Minister and Cabinet Committee on HRD.	<p>Develop a revised Strategic Framework for HRD, in support of the Accelerated Shared Growth Initiative.</p> <p>Coordinate inter-departmental collaboration in the implementation of the NHRD Strategic Framework.</p>	<p>Implementation of the HRD Strategy.</p> <p>Convene the first National HRD Conference.</p>	<p>Monitoring and evaluation of, and reporting on the implementation of the NHRD Strategy.</p>	<p>Monitoring and evaluation of, and reporting on the implementation of the NHRD Strategy.</p> <p>Review of the HRD Strategy.</p> <p>Convene the second National HRD Conference.</p>	<p>Monitoring and evaluation of, and reporting on the implementation of the NHRD Strategy.</p>
To facilitate and coordinate departmental participation in the National Framework for Skills Development in Education, in partnership with the ETDP SETA.	<p>Ensure favourable conditions for implementation of the National Skills Development Framework within the education sector.</p>	<p>Monitoring and evaluation of, and reporting on the implementation of the National Skills Development Framework.</p>	<p>Monitoring and evaluation of, and reporting on the implementation of the National Skills Development Framework.</p>	<p>Monitoring and evaluation of, and reporting on the implementation of the National Skills Development Framework.</p>	<p>Review of the National Skills Development Framework.</p>

DIRECTORATE: LEGAL AND LEGISLATIVE SERVICES

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To draft regulations and legislation and to assist in the processing of these.	Assist the Minister to draft and introduce new legislation in Parliament, and to prepare regulations in terms of existing legislation.	Ongoing.	Ongoing.	Ongoing.	Ongoing.
To provide legal advice with regard to, and manage any litigation concerning the Department	Manage all necessary actions in court against the Minister or the Department.	Ongoing.	Ongoing.	Ongoing.	Ongoing.
	Advise the Minister, the Department, provincial departments and the broad public on education legislation and the Education Law.	Ongoing.	Ongoing.	Ongoing.	Ongoing.
To advise on all contracts and agreements pertaining to the Department.	Scrutinise and draft agreements between the Minister, the Department and other parties.	Ongoing.	Ongoing.	Ongoing.	Ongoing.

SOCIAL COHESION IN EDUCATION



SOCIAL COHESION IN EDUCATION

STRATEGIC PLAN FOR 2006

The Social Cohesion in Education Branch will champion the right of all citizens to quality education, by promoting social transformation, social justice and cohesion, as well as national identity in the education system. The Branch will also ensure that educational institutions embrace the democratic values enshrined in the Constitution of the Republic of South Africa.

To realise this broad aim, the Branch will focus on:

- (a) Promoting health and wellness, healthy lifestyles and a change in risky behaviour amongst all learners and employees (educators and non-educators) within the education system.
- (b) Coordinating and monitoring of the implementation of the National School Nutrition Programme (NSNP), including social mobilisation for food gardens, and the economic activities associated with the NSNP in all schools participating in the NSNP.
- (c) Promoting equity in education by implementing and coordinating department-based programmes to address exclusion on the basis of race and gender within the education system.
- (d) Monitoring the impact of social transformation on social cohesion in institutions of learning, including issues related to non-racialism and non-sexism, the role and place of family, value systems, national identity, and moral regeneration.
- (e) Synergising, coordinating and monitoring the implementation of quality education programmes in rural communities and in the presidential nodes.
- (f) Ensuring quality access to, and promoting increased participation by all learners in the curriculum and school enrichment programmes, as well as quality ABET programmes for adult learners.
- (g) Collaborating with relevant departments and stakeholders in social crime prevention, and in the creation of safety nets for orphaned and vulnerable children (OVCs).

CHIEF DIRECTORATE: EQUITY IN EDUCATION
DIRECTORATE: GENDER EQUITY

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To develop, coordinate and monitor the implementation of the comprehensive National Plan for Gender Equity.	Implementation plan and communication strategy have been developed.	Implementation of the plan in 30% of public schools.	Implementation of the plan in 50% of public schools.	Implementation of the plan in 80% of public schools.	An impact study on the implementation of the plan has been conducted.
	Guidelines on learner pregnancy, and an implementation plan and advocacy strategy on the guidelines are available. A national audit of learner pregnancy in schools has been conducted.	Implementation of the guidelines on learner pregnancy in 50% of public schools, with monitoring in schools with a high prevalence of learner pregnancy.	Implementation of the guidelines on learner pregnancy in 75% of public schools, with monitoring in schools with a high prevalence of learner pregnancy.	Implementation of the guidelines on learner pregnancy in 75% of public schools, with monitoring in schools with a high prevalence of learner pregnancy.	Impact study on the implementation of the guidelines on learner pregnancy, as well as implementation, has been improved.
	A framework to address gender-based violence has been developed.	Implementation plan and communication strategy for framework to address gender-based violence have been developed.	Implementation of the framework to address gender-based violence in 25% of nodal schools.	Implementation of the framework to address gender-based violence in 50% of public schools.	Implementation of the framework to address gender-based violence in 75% of public schools.
	<i>Izimbizo</i> for parents, educators, learners and other stakeholders on gender in education held. National and international days are celebrated and commemorated.	Report on the <i>Izimbizo</i> is available. Inter-generational dialogues are held. National and international days are commemorated.	Stakeholder conference is held on the human rights approach in education. National and international days are commemorated.	Review and revision of the comprehensive national plan for gender equity, and reinforcement of the implementation thereof.	National Plan for Gender Equity further rolled out, monitored and implementation improved.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
	Learning support materials for the Foundation Phase reflect the values of the Constitution, with particular emphasis on equity and equality.	Learning support materials for the Intermediate Phase reflect the values of the Constitution, with particular emphasis on equity and equality.	Learning support materials for the Senior Phase reflect the values of the Constitution, with particular emphasis on equity and equality.	Learning support materials for the FET Band reflect the values of the Constitution, with particular emphasis on equity and equality.	Teacher development (PRESET and INSET) programmes prepare teachers to develop learning support materials, which reflect the values of the Constitution, with particular emphasis on equity and equality.
To increase a positive learning experience for girls throughout the education system.	A consolidated Girls Education Movement (GEM) / Boys Empowerment Movement (BEM) strategy is developed.	Fifty GEM/BEM clubs per province are established.	One-hundred-and-fifty GEM/BEM clubs per province are established.	One-hundred-and-fifty GEM/BEM clubs per province are established.	An impact study on GEM/BEM clubs has been completed, and the strategy has been improved.
	Strategy for the recruitment, retention and the completion of studies by girl-learners in the <i>Dinaledi</i> schools has been developed.	An increase in the intake, retention and output of girl-learners, especially in Mathematics, Science and Technology offered at the <i>Dinaledi</i> schools.	An improvement in the quality of the results of girl-learners, especially in Mathematics, Science and Technology offered at the <i>Dinaledi</i> schools.	The strategy for the recruitment, retention and completion of gateway subjects by girl-learners is implemented in 50% of public schools.	The strategy for the recruitment, retention and completion of gateway subjects by girl-learners is implemented in all public schools.
	One hundred girls per province are placed in the workplace for mentorship as part of the gateway subjects.	Three-hundred girls per province are placed in the workplace for mentorship.	Five-hundred girls per province are placed in the workplace for mentorship.	A thousand girls per province are placed in the workplace for mentorship.	An impact study on the mentorship programme has been conducted.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To monitor and report on targets set for gender parity and equality at all levels of the system.	A monitoring tool for reporting on gender-based violence, gender parity and gender equity has been developed.	Monitoring and annual compliance reports from provincial department and the DoE are available.	Ongoing.	Ongoing.	Ongoing.
	Annual reports on the implementation of national and international protocols (EFA, CSW, OSW) are available.	Ongoing.	Ongoing.	Ongoing.	Ongoing.

**CHIEF DIRECTORATE: EQUITY IN EDUCATION
DIRECTORATE: RACE AND VALUES**

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To ensure that all education institutions promote non-racism and equality in their ethos, policies and practices.	Minimum of one official per district/circuit and cadre of key managers in selected districts/circuits trained in non-racism, equality and human rights.	Lead teachers in schools are trained in non-racism, equality and human rights.	Provincial and district support network in place for schools requiring support in order to reflect the values of non-racism, equality and democracy in school ethos, policies and practices.	Provincial and district network providing support to schools that are struggling to reflect the values of the constitution in their school ethos, policies and practices.	Schools are supported on an ongoing basis.
	School governing bodies (SGB) in 30% of public schools have policies in place on how to govern schools in relation to non-racism and equality.	SGBs in 50% of public schools have policies in place on how to govern schools in relation to non-racism and equality.	SGBs in 70% of public schools have policies in place on how to govern schools in relation to non-racism and equality.	SGBs in the public schools have policies in place on how to govern schools in relation to non-racism and equality.	Evidence of increased effectiveness of SGBs in integrated and changing schooling and societal contexts.
	Strategy for racial integration is distributed to all education institutions.	Provincial and district structures are in place to support the implementation of the Strategy.	Structures, policies, interventions, training programmes and monitoring mechanisms to deal with racial discrimination in place in 40% of all education institutions.	70% of all education institutions have structures in place to deal with racial discrimination.	All education institutions have structures in place to deal with racial discrimination.
	An instrument to monitor compliance with the values of the Constitution is developed.	Monitoring on compliance with the values of the Constitution is included in DoE monitoring instruments, including EMIS and Whole School Evaluation.	All principals of institutions provide annual monitoring reports to districts.	Monitoring on compliance with the values of the Constitution is conducted at all levels of the system.	Monitoring occurs at all levels of the system.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To ensure that all teacher development programmes prepare teachers to teach in a manner that promotes the values of non-racism and equality.	All INSET (Continuing Professional Teacher Development, CPTD) programmes on the NCS reflect the values of the Constitution, with particular emphasis on non-racism and equality.	All PRESET (Initial Professional Education of Teachers, IPET) and INSET programmes prepare teachers to teach in a manner that reflects the values of non-racism and equality.	Twenty percent of teachers in public schools are trained to integrate values and human rights into their practice.	Forty percent of teachers in public schools are trained to integrate values and human rights into their practice.	Sixty percent of teachers in public schools are trained to integrate values and human rights into their practice.
	Support material provided to teachers in an additional 90 schools in selected districts, enabling successful teaching of values and human rights across the curriculum.	Support material provided to teachers in an additional 500 schools in selected districts, enabling successful teaching of values and human rights across the curriculum.	Support material provided to teachers in all schools in selected districts, enabling successful teaching of values and human rights across the curriculum.	A database of values and human rights learning and teaching support material is available to all provinces, districts and schools.	A web portal has been developed to make values and human rights learning and teaching support material available.
	The Whole School Development model on Values and Human Rights is tested and piloted in 10 schools each in Mpumalanga and the Western Cape.	National Seminar hosted on Whole School Development on Values and Human Rights, so as to reflect in the lessons. A Whole School Development manual distributed to all schools	Twenty-five percent of public schools are demonstrating adherence to the values of the Constitution with regard to school ethos, policies and practices.	Fifty percent of public schools are demonstrating adherence to the values of the Constitution with regard to school ethos, policies and practices.	Seventy-five percent of public schools are demonstrating adherence to the values of the Constitution with regard to school ethos, policies and practices.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
	Development and registration of short courses in values and human rights for teachers.	A 20% increase in the number of teachers who complete the short courses in values and human rights.	A 50% increase in the number of teachers who complete the short courses in values and human rights.	Schools, where more than 80% of teachers have completed short courses on values and human rights, are recognised as value-promoting schools.	A large number of teachers promote the values of non-racism, equality and human rights in their practice.
To promote social cohesion and a national identity by celebrating unity in diversity within a South African, as well as a broader continental identity.	Thirty percent of all schools celebrate national days and develop programmes on significant South African and international days.	Fifty percent of all schools celebrate national days and develop programmes around significant South African and international days.	Seventy percent of all schools celebrate national days and develop programmes around significant South African and international days.	All schools celebrate at least one of the significant national days.	Indicators demonstrate increased social cohesion and national unity in the education system.
	A booklet on the national symbols <i>South Africa, My Country</i> is finalised and distributed to all districts.	A monitoring tool is in place to ensure that all schools have received the national symbols booklet, with support from provincial and district officials.	A national sample of schools is identified to monitor utilisation of the national symbols booklet.	Impact indicators show that schools are increasingly identifying with the national symbols.	Schools embrace the national identity, thus promoting constitutional values and nurturing a new patriotism.
	Training of provincial and district officials to mediate in the utilisation of the national symbols booklet in schools is conducted in four provinces.	Training of provincial and district officials to mediate in the utilisation of the national symbols booklet in schools is conducted in the five remaining provinces.	Training to mediate in the utilisation of the national symbols booklet is cascaded to the Foundation and Intermediate Phases.	Training to mediate in the utilisation of the national symbols booklet is cascaded to the Senior Phase and the FET Band.	Educators are empowered to interact with learners during school activities on all the national symbols.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
	An advocacy programme is finalised to ensure that all schools raise the National Flag daily, and that learners sing the National Anthem.	All schools in the nodal areas raise the National Flag and learners sing the National Anthem.	Thirty percent of all schools raise the National Flag and learners sing the National Anthem.	Fifty percent of all schools raise the National Flag and learners sing the National Anthem.	Eighty percent of all schools raise the National Flag and learners sing the National Anthem. Eighty percent of all schools display their own symbols - flags, mottoes, insignia and school songs - which reflect the new patriotism and diversity of our country.
To focus on the rehabilitation of communities in line with TRC recommendation.	A popular version of the Final Truth and Reconciliation Commission (TRC) Reports is finalised and distributed to all schools.	The lessons of the TRC are taught in schools and learners understand the significance of the TRC process, especially at FET and HE levels.	Greater social cohesion and levels of reconciliation exist in the education system.	Nation building and a determination of a national identity in the education system	Further gains are made in national reconciliation, nation-building and social cohesion in the education system.
	Guidelines for the rehabilitation of communities in line with TRC recommendations are developed.	Implementation of the guidelines for the rehabilitation of communities in line with TRC recommendations.	Ongoing.	Ongoing.	Ongoing.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To ensure access to, and retention of learners in rural and farm schools.	A comprehensive plan on rural education, based on the report of the Ministerial Committee on Rural Education, has been developed.	Implementation of the plan in 30% of rural, nodal and farm schools.	Implementation of the plan in 50% of rural, nodal and farm schools.	Implementation of the plan in 80% of rural, nodal and farm schools.	An impact study on the implementation of the plan has been conducted and implementation has been improved.
	A national strategy is developed for the mobilisation of out-of-school children in rural and nodal areas and on farms to access education and support.	The national strategy for the mobilisation of out-of-school children in rural and nodal areas and on farms is implemented in 50% of these areas.	The national strategy for the mobilisation of out-of-school children in rural and nodal areas and on farms is implemented in 70% of these areas.	The national strategy for the mobilisation of out-of-school children in rural and nodal areas and on farms is implemented in 100% of these areas.	An impact study on the implementation of the national strategy has been conducted.
	All Quintile 1 rural and farm schools are declared "no fee schools".	All Quintile 2 rural and farm schools are declared "no fee schools".	Monitoring and evaluating of the implementation of the "no fee schools" strategy in all rural and farm schools.	A study is conducted to determine the impact of the "no fee school" strategy on rural education.	Implementation of the "no fee school" strategy is improved.
	Consolidation of the National School Nutrition Programme (NSNP), as a community-based initiative, in 50% of rural schools.	Consolidation of the NSNP, as a community-based initiative, in 75% of rural schools.	Consolidation of the NSNP, as a community-based initiative, in all rural schools.	A study is conducted to determine the impact of the NSNP on rural education.	Provision of the NSNP, compliance with health standards, the establishment of food production projects, and the stimulation of economic activity are improved in rural schools.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To improve the quality of rural, nodal and farm school education.	An infrastructural rehabilitation and resourcing plan, forming part of the ISRDP and URP, has been developed.	Implementation of the plan in 15% of rural, nodal and farm schools.	Implementation of the plan in 25% of rural, nodal and farms schools.	Implementation of the plan in 45% of rural, nodal and farm schools.	Implementation of the plan in 65% of rural, nodal and farm schools.
	A teacher recruitment, retention and incentive strategy has been developed.	Implementation of the strategy implemented in 25% of rural, nodal and farm schools.	Implementation of the strategy implemented in 50% of rural, nodal and farm schools.	Implementation of the strategy in 75% of rural, nodal and farm schools.	Implementation of the strategy in 100% of rural, nodal and farm schools.
	Appropriate programmes, aimed at leadership and management capacity of school governing bodies (SGBs) and school management teams (SMTs), have been developed.	The capacity-building programmes have been implemented in 25% of rural, nodal and farm schools.	The capacity- building programmes have been implemented in 50% of rural, nodal and farm schools.	The capacity-building programmes have been implemented in 75% of rural, nodal and farm schools.	The capacity- building programmes have been implemented in all rural, nodal and farm schools.
	Specialised curriculum delivery innovations, relevant languages of learning and teaching (LOLTs), appropriate learning and teaching support materials (LTSMs), and appropriate school curriculum enrichment programmes have been developed for rural, nodal and farm schools.	SMTs and educators for Grades R and 1 are capacitated in the new curriculum innovations, the development of LOLTs and appropriate LTSMs, as well as in appropriate curriculum enrichment programmes for rural, nodal and farm schools.	Implementation, monitoring and evaluation of specialised curriculum innovations in Grades R and 1.	Implementation, monitoring and evaluation of specialised curriculum innovations in Grade 2.	Implementation, monitoring and evaluation of specialised curriculum innovations in Grade 3.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
			SMTs and educators for Grade 2 are capacitated in the new curriculum innovations and in the development of relevant LOLTs and appropriate LTSMs.	SMTs and educators for Grade 3 are capacitated in the new curriculum innovations and in the development of relevant LOLTs and appropriate LTSMs.	Monitoring and evaluation of the effectiveness rural education, through Systemic Evaluation and Integrated Quality Management Systems (IQMS).
To initiate sustainable partnerships with urban schools, community organisations, NGOs, private sector and other organisations.	Partnerships with departments, urban schools, NGOs and other organisations are strengthened.	Ongoing.	Ongoing.	Ongoing.	Ongoing.

**CHIEF DIRECTORATE: HEALTH IN EDUCATION
DIRECTORATE: HEALTH PROMOTION**

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To coordinate and monitor the implementation of the framework for health and wellness in education.	A framework for health and wellness in education has been finalised and approved.	The health and wellness framework has been implemented in 30% of nodal schools.	The health and wellness framework has been implemented in 50% of nodal and farm schools.	The health and wellness framework has been implemented in 60% of public schools.	The health and wellness framework has been implemented in 80% of public schools.
	An integrated implementation plan, and a communication strategy, with regard to the framework for health and wellness in education, has been finalised.	Ten percent of learners in Grades R to 4 in primary schools in nodal areas, and in farm schools, have been screened for minor ailments and de-worming.	Fifteen percent of learners in Grades R to 4 in primary schools in nodal areas, and in farm schools, have been screened for minor ailments and de-worming.	Twenty-five percent of learners in Grades R to 4 in primary schools in nodal areas, and in farm schools, have been screened for minor ailments and de-worming.	Thirty percent of learners in Grades R to 4 in primary schools in nodal areas, and in farm schools, have been screened for minor ailments and de-worming.
	Health and wellness interventions for educators, based on the ELRC study findings, are implemented in the 11 high-prevalence districts.	Participation of educators is facilitated in the health and wellness interventions in the 11 high-prevalence, and other districts.	Participation of educators in the health and wellness interventions is expanded to other districts.	Ongoing.	Ongoing.
	A monitoring and an information management tool for health and wellness has been developed.	Phased implementation of the monitoring and information management tool for health and wellness.	Ongoing.	Ongoing.	Impact study conducted on the health and wellness programmes.
	An implementation plan and a communication strategy, for the drug and substance abuse guidelines, have been developed.	Implementation of the guidelines for drug and substance abuse in 25% of public schools in areas designated by SAPS, has been strengthened.	Implementation of the guidelines for drug and substance abuse in 50% of public schools in areas designated by SAPS, has been rolled out.	Implementation of the guidelines for drug and substance abuse in 50% of all public schools has been rolled out.	Implementation of the guidelines for drug and substance abuse in 75% of all public schools has been rolled out.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To strengthen collaboration with other government departments, non-governmental and other organisations, in the implementation of the framework for health in education.	Collaboration with other departments, NGOs and other organisations has been strengthened.	Ongoing.	Ongoing.	Ongoing.	Ongoing.
	National and international health and wellness protocols have been implemented and reported on.	Ongoing.	Ongoing.	Ongoing.	Ongoing.

CHIEF DIRECTORATE: HEALTH IN EDUCATION
DIRECTORATE: NATIONAL SCHOOL NUTRITION PROGRAMME (NSNP)

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To contribute to enhanced learning capacity through school feeding.	A national targeting strategy to increase access to school feeding at schools serving the poorest communities is available.	A 70% access rate to school feeding at schools serving the poorest communities.	A 80% access rate to school feeding at schools serving the poorest communities.	A 95% access rate to school feeding at schools serving the poorest communities.	A 100% access rate to school feeding at schools serving the poorest communities.
	A national strategy for revised menu options is in place.	50% of the revised menu options are implemented.	70% of the revised menu options are implemented.	90% of the revised menu options are implemented.	100% of the revised menu options are implemented.
	A national strategy on compliance with health and hygiene standards at food preparation / serving points is in place.	30% compliance with health and hygiene standards at food preparation / serving points.	50% compliance with health and hygiene standards at food preparation / serving points.	70% compliance with health and hygiene standards at food preparation / serving points.	90% compliance with health and hygiene standards at food preparation/serving points.
To generate food production and economic activities in school communities in order to improve household food security.	4 500 food production projects in place in nodal and other schools.	6 000 food production projects in place in nodal and other schools.	7 500 food production projects in place in nodal and other schools.	9 000 food production projects in place in nodal and other schools.	10 500 food production projects in place in nodal and others schools.
	Provincial strategies to roll out food security projects, in partnership with FAO, government departments, NGOs, communities, and business, are piloted in 10 nodal districts per province.	Provinces roll out food security projects in partnership with FAO, government departments, communities, NGOs and business in 10 additional nodal districts per province.	A 50% increase in the food security projects driven by NSNP food security teams.	A 75% increase in food security projects driven by NSNP food security teams.	A 90% increase in food security projects driven by NSNP food security teams.
	Provincial strategies to roll-out NSNP models that stimulate economic activity in nodal districts are in place.	Provinces roll-out strategies for NSNP models that stimulate economic activity in all nodal districts.	A 50% increase of NSNP models that stimulate economic activity in nodal and other districts.	A 75% increase of NSNP models that stimulate economic activity in nodal and other districts.	A 90% increase of NSNP models that stimulate economic activity in nodal and other districts.
To strengthen nutrition education in the school curriculum and the community in general.	A strategy for parents and teachers to promote healthy nutrition and lifestyles among learners is in place.	A 25% improvement in the role of parents and teachers in promoting healthy nutrition and lifestyles among learners.	A 50% improvement in the role of parents and teachers in promoting healthy nutrition and lifestyles among learners.	A 75% improvement in the role of parents and teachers in promoting healthy nutrition and lifestyles among learners.	A 90% improvement in the role of parents and teachers in promoting healthy nutrition and lifestyles among learners.

**CHIEF DIRECTORATE: SOCIAL INCLUSION
DIRECTORATE: SCHOOL ENRICHMENT PROGRAMMES**

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To develop, implement, coordinate and monitor a national framework for school enrichment programmes.	Consultations with relevant stakeholders and the drafting of the framework for school enrichment programmes, including, sport, arts, culture and heritage.	The framework for school enrichment programmes is approved and published.	Implementation of the framework for school enrichment programmes in 25% of nodal and farm schools.	Implementation of the framework for school enrichment programmes in 50% of public schools.	Implementation of the framework for school enrichment in 75% of public schools.
		An implementation plan and a communication strategy on the framework for school enrichment programmes have been developed.			
To incorporate school enrichment programmes as part of the teacher development strategy.	PRESET programmes in the National Teacher Development Strategy include core/elective offerings with regard to school enrichment programmes.	Enrolment levels of students in PRESET programmes are determined.	Increased enrolment levels in PRESET programmes, by 25%.	Increased enrolment levels in PRESET programmes, by 50%.	Increased enrolment levels in PRESET programmes, by 75%.
	Accredited INSET programmes on school enrichment programmes are introduced in 20% of nodal and farm schools.	Accredited INSET programmes on school enrichment programmes are introduced in 40% of public schools.	Accredited INSET programmes on school enrichment programmes are introduced in 60% of public schools.	Accredited INSET programmes on school enrichment programmes are introduced in 80% of public schools.	Accredited INSET programmes on school enrichment programmes are introduced in 100% of public schools.
	The delivery of Arts and Culture and Life Orientation learning areas in the GET Band has been strengthened.	The delivery of Arts and Culture and Life Orientation learning areas in the FET Band has been strengthened.	Consolidation of school enrichment programmes in Arts and Culture and Life Orientation curriculum delivery.	Ongoing.	Ongoing.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To implement, coordinate and monitor national and international instruments and programmes.	National programmes, which promote mass participation in school enrichment programmes and physical activity, are in place.	A 20% increase in participation levels of learners and educators in school enrichment programmes and physical activity in nodal and farm schools.	A 40% increase in participation levels of learners and educators in school enrichment programmes and physical activity in nodal and farm schools.	A 60% increase in participation levels of learners and educators in school enrichment programmes in public schools.	An 80% increase in participation levels of learners and educators in school enrichment programmes in all schools.
	Programmes for talent identification and further development of learners, as well as capacity-building innovations for educators are in place.	A 20% increase in the number of talented learners and educators who have been identified and developed further.	A 40% increase in the number of talented learners and educators who have been identified and developed further.	A 60% increase in the number of talented learners and educators who have been identified and developed further.	An 80% increase in the number of talented learners and educators who have been identified and developed further.
	Reporting on compliance with national and international instruments.	Ongoing.	Ongoing.	Ongoing.	Ongoing.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To make all education institutions safe learning environments.	A school safety framework has been approved and published.	Implementation of the school safety framework in 40% of prioritised and nodal schools.	Implementation of the school safety framework in 60% of public schools.	Implementation of the school safety framework in 80% of public schools.	Implementation of the school safety framework in 80% of public schools.
	An implementation plan and a communication strategy with regard to the school safety framework have been developed.				Impact study on the effectiveness of the school safety framework has been conducted.
	A national audit of schools, with a high prevalence of crime and substance abuse, has been conducted.	Mapping of schools that were identified as being prone to crime and substance abuse has been finalised.	Review and revision of the map on schools with a high prevalence of crime and substance abuse.	Recognition and celebration of schools that are no longer involved in crime and substance abuse.	Further identification and celebration of schools with no incidences of crime and substance abuse.
	Partnerships with departments, NGOs and other organisations have been strengthened.	Ongoing.	Ongoing.	Ongoing.	Ongoing.
To create safety nets for vulnerable children	The framework for safety nets for vulnerable children has been approved and published.	An implementation plan and a communication strategy with regard to safety nets for vulnerable children has been developed.	Implementation of the framework for safety nets for vulnerable children in 30% of nodal and farm schools, shelters and places of safety.	Implementation of the framework for safety nets for vulnerable children in 50% of nodal and farm schools, shelters and places of safety.	Implementation of the framework for safety nets for vulnerable children in 80% of nodal and farm schools, shelters and places of safety.

**CHIEF DIRECTORATE: SOCIAL INCLUSION
DIRECTORATE: ADULT BASIC EDUCATION AND TRAINING (ABET)**

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To expand the reach of Basic Literacy and Adult Basic Education and Training formal programmes.	A total of 49 000 learners in basic literacy programmes.	A total of 53 00 learners in basic literacy programmes.	A total of 57 600 learners in basic literacy programmes.	A total of 69 000 learners in basic literacy programmes.	A total of 75 900 learners in basic literacy programmes.
	A total of 285 000 adult learners in formal ABET programmes in Public Adult Learning Centres (PALCs) and in the workplace.	A total of 300 000 adult learners in formal ABET programmes in PALCs and in the workplace.	A total of 315 000 adult learners in formal ABET programmes in PALCs and in the workplace.	A total of 328 000 adult learners in formal ABET programmes in PALCs and in the workplace.	A total of 350 000 adult learners in formal ABET programmes in PALCs and in the workplace.
	A total of 300 000 learners reached via expanded ABET programmes.	A total of 360 000 learners reached via expanded ABET programmes.	Review learner targets in expanded ABET programmes.	New targets implemented in relation to the National Skills Development Strategy (NSDS II) targets.	Collated report on the Department of Education's contribution to the attainment of a NSDS II target of 800 000 learners in ABET level 1- 4 programmes.
	Implementation of skills-based ABET programmes in 60 PALCs in nodal areas.	Implementation of skills-based ABET programmes in 100 PALCs in nodal areas.	Ongoing.	Ongoing.	Collated report on the Department of Education's contribution to the attainment of a NSDS II target of 62 500 learners participating in learnerships and skills programmes.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
	Final report of the Ministerial Committee on Literacy is submitted.	An implementation plan and a communication strategy for the mass literacy strategy are developed.	Implementation of the mass literacy strategy.	Ongoing.	Ongoing.
To implement and monitor the norms and standards for the funding of ABET programmes.	Norms and standards for the funding of ABET programmes are approved and published.	Implementation of the norms and standards for the funding of ABET programmes in 50% of the PALCs and accredited ABET centres.	Implementation of the norms and standards for the funding of ABET programmes in all PALCs and accredited ABET centres.	Monitoring and evaluation of the implementation of the norms and standards for the funding of ABET programmes in PALCs and accredited ABET centres.	Strengthening of the implementation of the norms and standards for the funding of ABET programmes in PALCs and accredited ABET centres.
To develop standardised conditions of service for ABET practitioners.	The conditions of service for ABET practitioners are finalised and approved. An implementation plan and advocacy strategy regarding the conditions of service for ABET practitioners have been developed.	Implementation of the conditions of service for all ABET practitioners.	Monitoring of, and reporting on the implementation of the conditions of service for ABET practitioners.	Ongoing.	Ongoing.
To facilitate the development of appropriate learning and teaching support materials (LTSMs) for ABET programmes.	Evaluate quality of the LTSMs for basic literacy learners and ABET programmes.	Catalogue of appropriate LTSMs for basic literacy ABET programmes is in place.	Review of the catalogue of LTSMs for basic literacy and ABET programmes is conducted.	Ongoing.	Survey on utilisation and impact of LTSMs for basic literacy and ABET programmes is conducted.

ADMINISTRATION



ADMINISTRATION

STATEMENT OF PRIORITIES FOR 2006 ONWARDS

Administration provides administrative support for the overall management of the Department, including administrative support for the responsibilities of the Minister, Deputy Minister and Director-General.

It is responsible for the provision of staffing, financial, administrative and other office services, as well as IT services and security and asset management.

Also located in this Branch are Strategic Planning, International Relations, Communication and National Coordination and Support. The Chief Directorate: Office of the Ministry reports to the Minister and the Deputy Minister respectively, while the Chief Directorate: National Coordination and Support reports to the Director-General for line function responsibilities, but for their administrative responsibilities they report to the Branch Head: Administration.

In the years ahead, the Branch will focus on improving the traditional administrative functions performed for the Department of Education, such as:

- Budget process and financial services
- Internal audit
- Corporate services, including staffing services, security and asset management, information technology and logistical services.

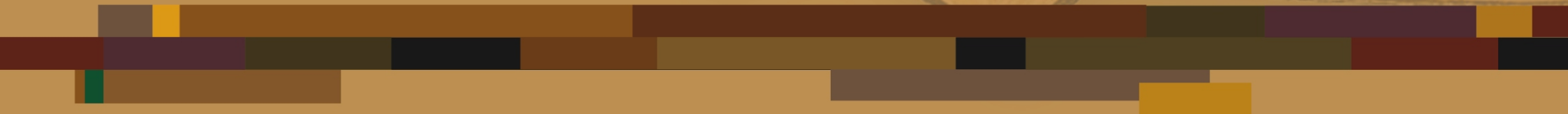
In addition, the strategic priorities in the years from 2006 onwards, relating to the functions of strategic planning, provincial coordination and support, communication and international relations, will include the following:

- Monitoring the procurement and delivery of Learner and Teacher Support Materials (LTSM).
- Providing support for identified projects to enhance administration in provincial education departments, implementing a monitoring system and a support system to strengthen the performance of provincial education departments in administrative matters.
- Operationalising South Africa's foreign policy priorities and objectives in the education and training fields, as well as coordinating, monitoring and initiating international cooperation in strategic areas.
- Strengthening international relations in education with SADC member countries, other countries on the African continent and the countries of the South.
- Coordinating new accommodation for the Department in collaboration with the Department of Public Works.
- Implementing the Department's Communication Strategy.

CHIEF DIRECTORATE: INTERNATIONAL RELATIONS AND UNESCO

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2006	2007	2008	2009	2010
To manage international relations, including bilateral and multilateral relations, so as to advance the interests of the Department, the country and the region, as well as those of Africa and countries of the South.	Systems are developed and procedures established for the phased implementation of policy guidelines. Priority programmes are implemented, in line with IRPS priorities within trilateral and bilateral frameworks.	Strategic areas of cooperation with priority countries are formalised for trilateral and bilateral implementation. Priority programmes are implemented, in line with IRPS priorities within trilateral and bilateral frameworks.	Cooperation modalities are monitored, reviewed and aligned with DoE priorities. Review and realign cooperation modalities.	The implementation of reviewed policy guidelines. Revised cooperation programmes are implemented.	Continuation of implementation of policy guidelines. Revised cooperation programmes are implemented.
To effectively integrate and coordinate UNESCO activities in South Africa, including other government departments and cooperating with civil society organisations.	Monitor and report on the progress of integration and coordination of UNESCO programmes, declarations and conventions at government and civil society level.	Audit the impact of UNESCO programmes at national, sub-regional and regional level.	Review the Commission's strategy at national, sub-regional and regional level.	Report on the progress made on UNESCO targets for 2015, which are in line with national priorities.	Identify under-performing priorities and focus on key national, sub-regional and regional gaps. Report on UNESCO programmes as aligned to NEPAD.

6. ONE-YEAR OPERATIONAL PLANS



GENERAL EDUCATION AND TRAINING BRANCH



GENERAL EDUCATION AND TRAINING BRANCH

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To increase the number of qualified Early Childhood Development (ECD) practitioners at registered ECD sites.	Coordinate the development of national and provincial plans to meet Grade R targets.	June 2006	Sixty percent of learners, aged five, enrolled in Grade R classes, with special focus on primary schools in Quintiles 1 and 2.	R100 000
To ensure that ECD sites in the most marginalized communities run quality programmes, delivered by skilled practitioners.	Coordinate and manage the implementation of the Integrated ECD Plan, with special emphasis on providing skills to practitioners and ensuring quality programmes.	March 2007	Implementation of Integrated ECD Plan at 2 000 registered sites.	R306 000
	Develop early stimulation programmes for home and community-based settings, in at least five languages.	September 2006	Early stimulation programmes will be developed and 100 000 copies printed and distributed to ECD sites.	R100 000
To improve learners' reading levels within the General Education and Training Band.	Finalise and create conditions for successful implementation of the National School Library Policy.	May 2006	The National School Library Policy is approved and distributed.	R1 250 000
	Finalise and ensure implementation of the National Reading Strategy.	May 2006	The National Reading Strategy is available in all schools, which are supported, so as to ensure effective implementation.	R1 200 000
	Provide 100 story-books to Foundation Phase classes in all Quintile 1 schools.	March 2007	One hundred storybooks are provided to all Foundation Phase Quintile 1 schools.	

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To prepare the system for the successful implementation of the National Curriculum Statement (NCS).	Provide training for all teachers of Grades 8 and 9, and ensure availability of Learning and Teaching Materials for effective implementation.	November 2006	All Grades 8 and 9 teachers are provided with quality orientation for successful implementation, and Learning and Teaching Support Materials (LTSMs) are available in all schools at the beginning of the school year.	R15 000 000
	Develop Life Skills, HIV and Aids materials.	July 2006	The Life Skills, HIV and Aids materials are developed, printed and distributed.	R1 980 000
	Coordinate the activities of the Learning Area Committees to support the implementation of the NCS in the Foundation, Intermediate and Senior Phases.	Ongoing	All eight Learning Area Committees have developed curriculum support programmes for the NCS.	R310 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To improve access and quality of education for learners with special education needs.	Ensure appropriate infrastructure and requisite equipment to convert designated primary schools into full-service schools.	March 2007	Twelve primary schools upgraded into full-service schools.	R70 000 (Donor funding) R200 000 (Voted funds)
	Convert designated special schools into resource centres to form part of the new district-based support system.	March 2007	Twelve resource centres are established in selected education districts, as part of a strengthened district-	R22 000 (Donor funding) R400 000 (Voted funds)
	Identify and mobilise out-of-school vulnerable children and youth, including disabled children in the designated urban and rural nodal areas.	March 2007	The number of disabled and other vulnerable children, registering in ordinary public schools, is significantly increased.	R2 000 000 (Donor funding) R400 000 (Voted funds)
To improve the ability of young learners to read, write and do arithmetic, especially those from educationally disadvantaged backgrounds.	Improve infrastructure, access and quality of teaching and learning in the majority of neglected special schools.	March 2007	Infrastructure conditions in 66 special schools upgraded.	R450 000
	Finalise Teacher Education Framework and Implementation Plan.	March 2007	Framework and Implementation Plan promoted and accepted by all key stakeholders. Critical systems and programmes for successful implementation are identified. Programmes and systems are in place across the system to begin structured implementation of the Framework.	R1 000 000 (Donor funding)

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Identify scarce and critical skills needs in GET.	March 2007	Audit report is available and a strategy for increasing the number of qualified teachers in these areas is developed.	R27 000 R23 000 (Voted funds) R4 000 (Donor funding)
	Coordinate and monitor the provision of ACE qualification for Mathematics, Science and Technology teachers.	March 2007	1 080 FET teachers registered and undergoing an ACE nationally, for Mathematics, Science and 900 GET teachers undergo second year of MST ACE programme.	
To develop and retain qualified and competent teachers in all learning areas at all levels, with special focus on scarce skills areas.	Coordinate the identification and registration of unqualified and under-qualified teachers into NPDE programmes.	June 2006	Data on teacher registration and completion rates of the NPDE are available from participating higher education institutions. Rapid audit on numbers of unqualified and underqualified teachers in Quintiles 1 and 2 schools complete.	R9 200 R7 700 (Donor funding for bursaries) R1 500 (Voted funds)
	Conduct evaluation of quality of provisioning of NPDE programmes.	March 2007	Evaluation report is available.	

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Manage National Teacher Awards processes at national and provincial level.	November 2006	Provincial and National Teacher awards ceremonies take place as planned.	R2 300 (Voted funds) R2 919 (Donor funding)
	Review current policy in the light of: <ul style="list-style-type: none"> • The revised policy on the Higher Education. Qualifications Framework. • Revised qualifications and standards as part of the work of the SGB for Educators in Schooling. • The revised National School Curriculum for GET and FET. 	March 2007	New policy has been drafted and approved.	R25 000
To develop and provide systems and policies for the effective governance and management of schools, including the full participation of parents and communities.	Develop and introduce a system-wide capacity-building programme for school and district managers, and for school governing bodies (SGBs).	September 2006	More effective management and school governance across the system.	R980 000
	Complete national education management policy and associated protocols, the South African Standard for Principalship, and the entry level practice-based qualification for principals.	December 2006	National education management policy and associated protocols, the South African Standard for Principalship, and the entry level practice-based qualification for principals are completed and endorsed.	R200 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Manage advocacy, coordinate and monitor the SGB elections nationally. Write a national report on the SGB elections.	une 2006	National SGB elections held successfully in all provinces, based on national guidelines SGB elections. Report on elections produced.	R200 000
To develop the capacity of district managers, so as to support and ensure quality teaching and learning in schools.	Audit of capacity-building and skills requirements for district managers and staff conducted, so as to determine the minimum requirements for effective service delivery.	March 2007	Audit of capacity-building and skills requirements has been completed, and costed strategy for fully resourced districts across the country has been developed.	R1 500 000
	Refine District Education Management Information System (DEMIS), based on first-year implementation. Train district officials to use DEMIS information in planning.	September 2006	District officials are able to use data, based on a refined DEMIS, to guide their planning. Refined DEMIS implemented for the establishment of the first benchmark against the Norms and Standards for Districts. Critical number of district officials nationally trained in the use and interpretation of DEMIS information, and are able to relate it to district planning.	R50 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Disseminate findings of the Grade 6 survey findings distributed to all critical stakeholders, and teachers' guides distributed to all Intermediate Phase teachers.	May 2006	Guideline documents for supporting teachers in addressing identified learning difficulties in literacy, mathematics and natural sciences. Copies of findings made available in appropriate format to policy-makers and other stakeholders.	R1 500 000
	Develop items for the national assessment of literacy and numeracy at Grade 3 level.	May 2006	Completed assessment frameworks and items for assessing Grade 3 learners in a sample of 1 500 schools and 2 500 schools in the first poverty quintile (Quintile 1) in literacy and numeracy.	
	Print, distribute and administer assessment tasks in all schools with grade 3 and identified for participation in the national assessment.	October 2006	About 35 000 assessment booklets are printed distributed and administered in schools.	
	Disseminate the findings of the national assessments to different levels of the system for appropriate interventions.	March 2007	Copies of Grade 3 national assessment are made available to various levels of the system for appropriate interventions.	

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Manage evaluation of schools, using Whole School Evaluation indicators to assess readiness for delivering quality education.	March 2007	Report on the state of education and recommendations on the efficiency and effectiveness of existing Whole School Evaluation procedures, systems and structures.	R600 000
To conduct and commission research on learner performance, so as to guide policy and improve service delivery in education.	Identify an initial set of research questions (identified from the Grade 6 survey of 2004), assess learner achievement levels in literacy, mathematics and natural science, and conduct appropriate research.	March 2007	A report is produced on the findings of the research conducted.	R100

FURTHER EDUCATION AND TRAINING



FURTHER EDUCATION AND TRAINING

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To improve the quality of teaching and learning in FET schools, via curriculum transformation.	Develop and publish National Grade 11 textbook catalogues.	May 2006	National Grades 11 and 12 textbook catalogues published and delivered to schools and provinces.	R500 000
	Provide training to provincial training teams in 12 of the 29 subjects of NCS for Grade 11 and 12 teachers.	April 2006	Provincial training teams appointed for 12 of the 29 subjects of NCS.	R2 500 000
	Coordinate training of Grades 11 and 12 teachers in 17 subjects.	November 2006	Grades 11 and 12 teachers trained in 17 subjects.	R2 500 000
	Continue advocacy and communication campaign.	Ongoing.	Flyers and information brochures are delivered and distributed.	R1 000 000
To support the expansion of E-learning in schools.	Expand portal offerings and use these in schools and colleges.	March 2007	The utilities of the education portal in schools and colleges are expanded. Number of curriculum objects in the portal increased. Number of registered users of the portal increased. Increased support of the NCS.	R3 661 000
	Implementation of E-Education White Paper.	March 2007	ICT Education Audit. Access to ICT teacher development programmes provided. Support cost-effective infrastructure solutions for schools.	R1 447 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To enhance performance and participation in Mathematics, Science and Technology in Grades 10 - 12	Provide coordinated support to 400 Dinaledi schools.	December 2006	Dinaledi schools provided with additional resources. Dinaledi schools provided with teacher training.	R4 471 000
	Coordinate MSTE Strategy.	March 2007	MSTE Strategy implementation monitored.	R90 000
To conduct credible assessment and quality practices in FET/GET schools and colleges.	Prepare error-free high-quality examination papers for 11 national subjects for 2006.	June 2006	Examination papers for the 11 national subjects for 2006 prepared and distributed to provinces.	
	Oversee administration of setting, administration and marking of SC, ABET and FET colleges' examination papers.	Ongoing.	SC, ABET and FET college examinations administered successfully.	
	Select and train examiners and moderators for the 2008 examinations.	November 2006	Examiners and moderators for 2008 examinations appointed and they begin their training programme.	
	Refine Learner Attainment Strategy for schools under 60%.	June 2006	Learner Attainment Strategy for schools under 60% finalised and implemented.	

HIGHER EDUCATION BRANCH



HIGHER EDUCATION BRANCH

STRATEGIC OBJECTIVES AND PRIORITIES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS
<p>1. To provide regulatory support for the higher education system.</p> <p>1.1. To ensure that the Higher Education Act, Regulations and Institutional Statutes are formulated in line with legislation and policy.</p> <p>1.2. To ensure appropriate regulation of private higher education institutions.</p>		<p>April 2006 - March 2007</p> <p>April 2006 - March 2007</p> <p>April 2006 - June 2006</p> <p>April 2006 - March 2007</p>	<p>Draft amendments approved and gazetted.</p> <p>Draft amendments approved and gazetted.</p> <p>Revised regulations implemented.</p> <p>Institutions registered in accordance with regulations.</p>
<p>2. Academic and Research Support to the higher education system</p> <p>2.1 To develop and maintain appropriate policies for enhancing the research output and academic performance of higher education institutions.</p>	<p>2.1.1. Efficient implementation of the measuring of research outputs.</p> <p>2.1.2. Develop policy and procedures for managing research development grants.</p>	<p>Ongoing.</p> <p>April 2006 March 2007</p>	<p>Enhance the role of institutional research offices in the administering and managing of research output, evaluative processes and procedures.</p> <p>Policy and procedures approved and gazetted.</p>

STRATEGIC OBJECTIVES AND PRIORITIES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS
2.2 To provide an appropriate policy framework for programmes and qualifications in higher education.	2.1.3. Develop policy for the measuring of research outputs for the creative and performing arts.	April 2006 - March 2007	Policy and procedures approved and gazetted.
	2.1.4. Develop policy for teaching development grants.	September 2006	Policy and procedures approved and gazetted.
	2.1.5. Develop monitoring framework and criteria for teaching development grants and foundation programmes.	March 2007	Monitoring framework and criteria approved.
	2.2.1. Finalisation of the Higher Education Qualifications Framework (HEQF).	March 2006	Policy approved and gazetted.
	2.2.2. Development of the transitional arrangement for the efficient implementation of the HEQF.	April 2006 - December 2006	Procedures approved and gazetted.
	2.2.3. Administration and regulation of the Programme Qualification Mix (PQM) of higher education institutions.	Ongoing.	PQM aligned with the approved vision and mission of all higher education institutions.

STRATEGIC OBJECTIVES AND PRIORITIES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS
<p>3 To provide institutional support to higher education institutions.</p> <p>3.1 To support the enhancing of effective student governance and leadership at higher education institutions.</p> <p>3.2 To support institutional forums.</p> <p>3.3 To support councils in executing their fiduciary responsibilities.</p> <p>3.4 To support higher education institutions in managing the impact of HIV and Aids.</p>	<p>3.1.1. Support the establishment of a unitary representative body of Student Representative Councils (SRCs) in higher education.</p> <p>3.1.2. Support higher education institutions to promote enhanced student governance and student leadership capacity.</p> <p>3.1.3. Develop a framework guide for SRC constitutions.</p> <p>3.2.1. Evaluate the current functionality of institutional forums at all higher education institutions.</p> <p>3.3.1. Support for councils to improve cooperative and corporate governance.</p> <p>3.3.2. Establish and maintain a departmental database of current and potential council members.</p> <p>3.3.3 Monitoring of performance of councils via, <i>inter alia</i>, annual reports.</p> <p>3.4.1. Efficient implementation of the Higher Education HIV and Aids programme (HEADS), as managed on behalf of the Department of Education, by Higher Education South Africa (HESA).</p>	<p>April 2006 - March 2007</p> <p>April 2006 - March 2007</p> <p>April 2006 - March 2007</p> <p>April 2006 - March 2007</p> <p>April 2006 - March 2007</p> <p>April 2006 - March 2007</p> <p>April 2006 - March 2007</p> <p>Ongoing.</p>	<p>Unitary student representative body established and operational.</p> <p>Improved student governance and leadership.</p> <p>The guide is developed.</p> <p>An assessment of the current functionality of institutional forums is finalised.</p> <p>Improved effectiveness of councils.</p> <p>Database developed.</p> <p>Improved effectiveness of councils.</p> <p>Improved and effective national and institutional response to the management and alleviation of HIV and Aids.</p>

STRATEGIC OBJECTIVES AND PRIORITIES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS
<p>4 To promote the internationalisation of higher education.</p> <p>4.1 To develop a framework for the internationalisation of the South African higher education system, particularly in the context of Africa and NEPAD.</p> <p>4.2 To ensure effective management of international higher education scholarships.</p>	<p>4.1.1. Efficient management and coordination of international academic and research exchange agreements.</p> <p>4.2.1 Comprehensive and updated, user-friendly information database system.</p>	<p>Ongoing.</p> <p>Ongoing.</p>	<p>Improved and effective support system, at national and institutional level, pertaining to matters of international higher education exchanges.</p> <p>Improved and effective information resources on international study opportunities.</p>
<p>5 To strengthen planning, so as to support the production of quality graduates, required for the social and economic development of the country.</p> <p>5.1 To ensure refinement of enrolment planning policy and processes.</p>	<p>5.1.1. Enrolment planning framework consultations with institutions completed.</p>	<p>December 2006</p>	<p>Enrolment planning targets approved by the Minister.</p>

STRATEGIC OBJECTIVES AND PRIORITIES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS
	<p>5.1.2. Analysis of recommendations from the review of resourcing and funding for the higher education sector.</p> <p>5.1.3. Finalise the framework for the National Higher Education Information and Application Service (NHEIAS).</p>	<p>Ongoing.</p> <p>August 2006</p>	<p>Implementation of approved changes to the funding framework, and ongoing monitoring of the funding framework.</p> <p>NHEIAS approved by the Minister of Education.</p>
<p>6 To achieve institutional diversity in the South African Higher Education system.</p> <p>6.1 To establish the National Institutes of Higher Education (NIHES).</p> <p>6.2 To restructure the higher education system.</p>	<p>6.1.1. Establish and provide support to the Boards of NIHES for Mpumalanga and the Northern Cape.</p> <p>6.2.1. Documentation of the higher education restructuring and merger process completed.</p> <p>6.2.2. Provide financial and technical support for the restructuring process.</p>	<p>March 2007</p> <p>March 2007</p> <p>Ongoing.</p>	<p>NIHES in Mpumalanga and Northern Cape are established, with functioning boards.</p> <p>Documentation of the higher education restructuring and merger process completed.</p> <p>Support is provided for the restructuring process.</p>

STRATEGIC OBJECTIVES AND PRIORITIES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS
<p>7 To monitor and evaluate the higher education system (including equity, access, diversity and outputs).</p> <p>7.1 To strengthen systemic performance indicators of the higher education system.</p> <p>7.2 To strengthen institutional performance indicators of the higher education system.</p> <p>7.3. To improve the Management Information System for Higher Education (HEMIS).</p>	<p>7.1.1 Consolidation of, and consultation on systemic performance indicators in the National Plan for Higher Education, and assessment of systemic trends in higher education.</p> <p>7.1.2 Monitoring of the restructuring process in higher education.</p> <p>7.2.1 Development of a framework for institutional performance indicators.</p> <p>7.3.1. Finalisation of the Classification of Subject Matter (CESM) review for application with regard to academic programme information.</p> <p>7.3.2. Implementation of changes to the HEMIS software to support the outcome of the CESM review.</p> <p>7.3.3. Develop specifications for, and implement space reporting system.</p>	<p>June 2007</p> <p>March 2007</p> <p>March 2007</p> <p>March 2007</p> <p>July 2007</p>	<p>Systemic goals and performance measures in the National Plan for Higher Education are assessed and refined as appropriate.</p> <p>Analysis finalised and released for 2000 and 2001 entry cohorts.</p> <p>Institutional profiles developed and reported on.</p> <p>Framework for institutional performance indicators developed.</p> <p>CESM review finalised.</p> <p>Changes to HEMIS software finalised.</p> <p>Specifications developed for space reporting system.</p>



SYSTEM PLANNING AND MONITORING

CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL AND ANALYSIS
DIRECTORATE: PHYSICAL PLANNING

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To develop, implement and monitor a strategy for improved delivery of basic services to schools, including infrastructure, facilities, water, sanitation and electricity, and to resource funding for these.	Finalise a national strategy on the provision of school infrastructure and basic services for approval by CEM and Cabinet.	March 2007	Strategy approved.	Departmental
	Finalised approval of the norms and standards and the Basic Minimum Package (BMP) for infrastructure and resources by CEM and Cabinet.	March 2007	Norms and standards and BMP approved.	
	Develop a draft policy on under-utilised education facilities for approval by CEM.	March 2007	Policy approved.	
	National guidelines for learner transport and hostel provisioning ready for approval by HEDCOM.	March 2007	National policy on learner transport and school hostel provisioning.	
	Departmental and inter-departmental stakeholders working group is established to coordinate medium to long-term strategy for better matching institutional design of learning outcomes at schools.	March 2010	Infrastructure facilities provided in accordance with curriculum requirements.	

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	<p>Establish departmental and inter-departmental stakeholders working group to design and coordinate medium to long-term strategy to address the impact of policy on school design.</p> <p>Develop models for alternative funding mechanisms for building of school and school maintenance.</p>	<p>March 2010</p> <p>March 2007</p>	<p>Inter-departmental stakeholders working group is established.</p> <p>Models for alternative funding mechanisms developed.</p>	
	<p>Monitoring of all instances of learners learning under trees and the development of a strategy to deal with these circumstances.</p> <p>Facilitate meetings with the national Treasury to secure funding.</p> <p>Monthly infrastructure reports on the monitoring of water, sanitation, electricity, laboratories, libraries, computer rooms and administrative facilities.</p>	<p>March 2010</p> <p>March 2007</p> <p>March 2007</p>	<p>No registered schools where learning is taking place under trees.</p> <p>Secured funding to eradicate all unacceptable school structures and provision of basic services.</p> <p>Ministerial monthly reports for CEM meetings.</p>	<p>Departmental</p>

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	<p>Monitoring and evaluating the provision of basic services to public schools, as reflected in the monthly reports.</p> <p>To conduct an analysis of the impact of demographic changes on infrastructure provision, and develop a planning model to minimise the impact.</p> <p>Participate actively in the development of Integrated and Sustainable Urban and Rural Development Planning (ISURDP).</p> <p>Monitor the Section 14 Agreements, public schools on private land.</p>	<p>March 2007</p> <p>March 2008</p> <p>Ongoing.</p> <p>March 2007</p>	<p>A 20% increase in the number of schools with access to water and sanitation.</p> <p>A 10% increase in the electrification of schools.</p> <p>Identified schools provided with basic services.</p> <p>A report is produced on the impact of demographic changes on school infrastructure planning.</p> <p>School infrastructure delivery plans to form part of integrated development plans.</p> <p>Signed Section 14 agreements.</p>	

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	<p>Implement Work Plan 1 of the SA/EU School Infrastructure Support Program in Limpopo, the Eastern Cape and wa ulu-Natal.</p> <p>Obtain approval for Work Plan 2 of the SA/EU School Infrastructure Support Program and award contracts.</p> <p>Established sustainable partnerships with the private sector and other role-players to invest in school infrastructure, building and rehabilitation.</p>	<p>March 2010</p> <p>March 2010</p> <p>March 2010</p>	<p>Work Plan 1 of the SA/EU School Infrastructure Support Program implemented.</p> <p>Work Plan 2 of the SA/EU School Infrastructure Support Program approved.</p> <p>Partnerships with private sector for investment in school building and rehabilitation established.</p>	<p>R52 million (EU)</p>
	<p>Facilitate submission of four quarterly reports and an annual report on monitoring the 2006/07 budget statements, priority list and quarterly reports, as presented by the provincial departments of education in a format as requested by the national Treasury, and prepare a synthesis report.</p>	<p>March 2010</p>	<p>Report on 2006/07 infrastructure delivery programme completed.</p> <p>Present quarterly reports, as indicated in the DORA quarterly reports, on progress in the delivery of infrastructure.</p>	<p>Departmental</p>

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	<p>The technical school infrastructure audit is completed in all public schools and a report is produced.</p> <p>Pilot phase of NEIMS in a provincial department of education. To maintain and update NEIMS in the Northern Cape Department of Education.</p> <p>NEIMS report to be published and updated on the Department of Education's website. Finalise an asset management system for Education.</p> <p>Guidelines are produced for effective asset management, including the preventive maintenance of schools, and distributed to provincial departments of education.</p>	<p>March 2007</p> <p>March 2007</p> <p>March 2007</p> <p>March 2007</p>	<p>Technical school audit conducted.</p> <p>Pilot phase of NEIMIS is running.</p> <p>NEIMIS report published.</p> <p>Guidelines for asset management completed.</p>	<p>R52 million</p> <p>R7 million (U)</p> <p>Departmental</p> <p>Departmental</p>
To support the recapitalisation of FET colleges.	<p>Provide support and advice in the development of a model for FET colleges. Ensure that capital infrastructure would meet the demand for restructured FET colleges.</p>	<p>March 2008</p>	<p>FET recapitalisation programme implemented.</p>	<p>Departmental</p>
To support the conversion of selected schools into "full-service" inclusive schools.	<p>Provide support and advice regarding the conversion of schools for inclusive education.</p>	<p>March 2008</p>	<p>Designs for "full-service" schools for inclusive education completed.</p>	<p>Departmental</p>

**CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL AND ANALYSIS
BRANCH: SYSTEM PLANNING AND MONITORING**

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To plan and monitor the equitable distribution of education funding in support of education policies.	Monitor the implementation of the amended Norms and Standards for funding of Public Schools.	July 2006 December 2006 March 2007	Monitoring reports produced.	R200 000
	Monitor the implementation of the Norms and Standards for funding of ABET.	July 2006 December 2006 March 2007	Monitoring reports produced.	
	Publish Norms and Standards for funding of FET colleges in the Government Gazette.	April 2006	Approved Norms and Standards for funding FET colleges published.	
	Publish Norms and Standards for funding of ECD in Government Gazette.	April 2006	Norms and Standards for funding of ECD published.	
	Draft Interim Funding mechanism for funding special schools.	May 2006	Interim funding mechanism for funding special schools.	
	Use questionnaires to monitor the information on the implementation of school funding norms, ABET, interim FET, interim special school funding and Grade R funding.	December 2006	Compliance reports produced.	R20 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Appoint and manage the service provider, determining the basic minimum packages for non-staff members and non-capital expenditure per learner in ordinary public schools.	December 2006	Basic minimum package determined.	R500 000
	Support PEDs in the implementation of funding norms, administration and other matters.	March 2007	Reports, advisory notes, submissions and briefings are prepared and presented.	R133 000

**CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL AND ANALYSIS
BRANCH: SYSTEM PLANNING AND MONITORING**

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To promote and support optimal resource allocation and utilisation in the education system.	Collate information on PEDs' budget processes.	July 2006 July 2006	Draft policy with regard to the coordination of the provincial education budget processes is developed.	R40 000
	Collect data from relevant sources to attend to new information request from UNESCO, for the 2005/06 financial year. Participate in first-quarter and mid-year review of PED performance. Participate in the MTEC hearings in PEDs. Compile reports per provincial education department, emanating from the MTEC visits.	March 2007 October 2006 December 2006 - January 2007	Report on the recommendations regarding improvements to financial management and planning policies and systems, from institutional to national level.	R73 000
	Monitor and provide support to PEDs in the implementation and interpretation of Annual Performance Plans and the Standard Chart of Accounts.	January 2007	Standard and uniform formats and programme structures are utilised across PEDs.	R100 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Conduct a consultative process on education priorities for the ensuing year. Draft and finalise annual priority paper. Analysis of needs for long-range education financing, resourcing and costing plan.	September 2006 September 2006 May 2006	Long-range education financing, resourcing, and costing plan is published.	R60 000

**CHIEF DIRECTORATE: INFORMATION MONITORING AND EVALUATION
DIRECTORATE: EMIS**

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To implement and report on the implementation of the Education Information Policy.	A pilot study is conducted on Education Information Policy compliance, via the use of a monitoring tool, which is enhanced in accordance with the outcomes and recommendations of the pilot study.	June 2006 June 2006	A report on PED compliance is submitted to HEDCOM. The monitoring tool is tested and developed.	
	Continue with further development of draft information standards, via the Standards Committee, and obtain approval.	December 2006	Fifty percent of the first set of approved standards and guidelines is implemented. A second set of information standards and guidelines is approved as regulations. The approved standards are published in the Government Gazette.	
To develop and maintain an Integrated Education Management Information System (EMIS), based on individual learner records development.	Develop, pilot and implement a system for the dissemination of district-level information on school performance.	October 2006	Paper-based system developed and tested. Training material is developed and training is organised country-wide. The system is piloted in one province. Roll-out in country.	R2,600,000.00 (inc. VAT)

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	The enhanced Further Education Training Management Information System (FETMIS) is rolled out to FET colleges.	June 2006	FETPAC 1 & 2 are upgraded and tested. Roll-out of FETPAC 1 and 2 in provincial departments of education and FET colleges completed.	R61,000.00 (Incl. VAT)
	Train 575 nodal schools and districts in SA-SAMS.	April 2006	Educators from 575 nodal schools and Districts are trained in SA-SAMS.	
	Monitor and support of SA-SAMS (V4) roll-out by provinces, and 25% of all public schools utilise SA-SAMS for improved school management.		Roll-out of SA-SAMS Version 4 in provinces, and 25% of all schools have used the system.	
	Revise document on user requirements on SA-SAMS version 5 (ASS, ECD, ABET, LSEN, Curriculum, Learner Performance, Learner Tracking, Master List).	September 2006	SA-SAMS is fully revised, upgraded and packaged in a major revision as version 5 for release in 2007.	R792, 000.00 (incl. VAT)

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	A draft strategy for an integrated national EMIS is developed, costed and submitted for funding.	September 2006	<p>Funding is secured for the incremental implementation of an integrated education management information system network.</p> <p>The integrated education management information system network is implemented in three provinces, including support to acquire resources, hardware software.</p>	R0.00
	<p>Conduct an audit of PED IS Architecture.</p> <p>Assess and design hardware specifications.</p> <p>Support provincial departments in the procurement of systems.</p>	March 2007	<p>Audit document of infrastructure in PEDs available.</p> <p>Architecture is approved by PEDs.</p> <p>Hardware specifications document is compiled.</p> <p>Support for procurement and installation of hardware provided.</p>	R56, 000.00 (incl. VAT)

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Establish partnerships with other agencies involved in data acquisition.	Ongoing.	Formal working partnerships and collaboration are established and actively maintained with other education information-gathering, analysing and disseminating bodies, such as StatsSA, HSRC, SAQA, CHE, DoHA, SADC and NESIS/UNESCO.	
	Facilitate the development of operational information systems used by other directorates (e.g. GET)	March 2007	User needs/requirements identified. Blueprint document on systems design developed and approved.	R0.00
	Provide support to PEDs with the improvement of quality of data.	March 2007	All provincial data for the previous year is integrated into a national data warehouse and the quality has improved.	
	Implement the Business Intelligence and GIS within the Department and train users in the use of the system.	November 2006	Implemented the Business Intelligence and GIS within DoE. BI licenses expanded to DoE. Training of DoE officials on use of Contractual appointment of 3 technical staff for 12 months.	R275,000.00 (incl. VAT)

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Support provincial education departments in the implementation of Business intelligence systems and GIS.	March 2007	BI specifications shared with PEDs. wa ulu-Natal and Western Cape systems are integrated into the national network. SITA is contracted to facilitate BI roll-out to provinces.	R56,000.00 (incl. VAT)
	Improve hardware and infrastructure for improved performance.	March 2007	Full implementation of storage area network and data store. Utilisation of EMIS portal within the Department.	R0.00
	Support PEDs in conducting national surveys: <ul style="list-style-type: none"> • The annual survey for ECD institutions • The annual survey for ABET institutions • The annual survey for ordinary schools 	March 2007	Data obtained from the surveys is more responsive and meets the required quality standards, portrayed in technical reports. A report is compiled, reflecting the status of the Snap and annual survey data is submitted to the DoE by PEDs, from all institutions, within specified time-frames.	R100 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	<ul style="list-style-type: none"> • The annual for LSEN schools • The annual survey for FET institutions • The snap survey for ordinary schools • The snap surveys for LSEN, ABET, ECD FET institutions 			
	The 2006 EMIS survey forms are improved to meet new requirements for 2007.	November 2006	Updated survey forms are made available.	R20,000
	Develop guidelines and procedures to ensure compliance of databases and outputs of EMIS with standard data definitions.	March 2007	EMIS Products Database systems are enhanced to comply with approved instruments and data definitions.	R50,000
	Design, development and pilot studies are completed for an information system, based on learner unit records.	<p>March 2007</p> <p>January 2006</p> <p>June 2006</p> <p>March 2007</p>	<p>First phase implementation of LURITS.</p> <p>Tender requirement specifications document (URS) developed.</p> <p>Appoint service provider to develop the system.</p> <p>Develop and test the system.</p>	R 10 000 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	All EMIS systems are governed by quality control standards.	March 2007	Quality control standards are implemented.	
	The error margin of data collected from school surveys is reduced by 5%, via the implementation and use of approved data quality-control systems. Hilton		All EMIS systems are monitored for improvement of the quality control system implementation.	
	A sample survey (data audit) is conducted to quantify and improve the accuracy of the 2006 annual school survey data.	January 2006	A report on the reliability and validity of data collected via annual surveys is submitted to HEDCOM.	R5 000 000
	Production of an annual publication, based on the schools 2005 annual survey.	June 2006	A 2005 statistical report is produced.	R400 000
	Production of a summarised report, based on a schools 2006 snap survey.	December 2006	The 2006 statistical report is produced.	R400 000
	Production of flyers on the 2005 education data from selected surveys of other sectors.	June 2007	Flyer reports are produced.	
	Publication of educational statistical information on the departmental website.	Ongoing.	Existing information is published on the website.	

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Seminars and workshops are conducted on an ongoing basis, to present data and to demonstrate the use of education statistics information.	December 2006	Three seminars are held to present statistical information.	R30 000
	An ongoing educational data and information query response service is managed and maintained.	Ongoing.	A report on the data queries and responses is completed and presented to Senior Management.	
	EMIS staff members are trained according to development needs. Recruit and train six interns to increase capacity and skills base in EMIS.	March 2007	EMIS staff members are trained according to approved development needs. Six interns are recruited and trained for the development of capacity in EMIS and planning for use at national or provinces.	R100,000

**CHIEF DIRECTORATE: INFORMATION MONITORING AND EVALUATION
DIRECTORATE: MONITORING AND EVALUATION**

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To develop and implement a Monitoring and Evaluation Framework in education, using macro service delivery indicators.	1. A Monitoring and Evaluation (M E) framework is approved and disseminated.	une 2006	The M E framework is in place.	R50 000
	2. A transversal team is established within DoE.	une 2006	The transversal team is in place.	
	3. HEDCOM sub-committee on M E is established.	une 2006	HEDCOM sub-committee on M E is in place.	
	1. A baseline report on the macro indicators in the education system is developed and disseminated.	November 2006	A macro indicators baseline report produced.	R369 000
	2. Data is gathered in preparation for the education service delivery indicators report.	uly 2006	Scope of work is defined, indicators to be reported on are identified, and terms of reference are established.	
To promote internal training and capacity development for monitoring and evaluation.	1. Suitable monitoring and evaluation capacity-building programmes for national and provincial education department officials are identified.	September 2006	M E training programmes are identified. Proposal for M E training is developed and approved.	R193 000
	2. Resources for the monitoring and evaluation capacity building programmes are mobilised.	November 2006	Funding for M E training is secured.	

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	3. National and provincial monitoring and evaluation. Staff members participate in monitoring and evaluation of capacity-building programmes.	March 2007	Training of officials in M E. Staff in M E directorate developed for at least two weeks according to a development plan.	
To coordinate and enhance national and international reporting obligations.	Country reports on national and international (i.e. GWM E, EFA, MDG) goals/indicators are developed.	March 2007	Completion of required reports.	R190 000
To facilitate and undertake research and analyses to support planning processes in the Department.	1. Completion of a report on strategies to improve attendance and participation. 2. Completion of a study into the extent of home-schooling. 3. M E research agenda finalised.	February 2007 January 2007 December 2007	Report on attendance produced, as well as strategies to improve attendance. Report on home-schooling produced. Agenda for educational research compiled.	R(319 000) (R 1 100 000) ID (R500 000)
	1. A major seminar for education stakeholders is held to disseminate macro education indicators report. 2. Coordinating of, and responding to information requests from education stakeholders.	February 2007 Ongoing.	At least one seminar is held. Information and data queries are interpreted and analysed.	R36 900

**CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES PLANNING
DIRECTORATE: EDUCATION PLANNING, PROVISIONING AND EVALUATION**

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To develop and implement an HR planning system, so as to ensure that all institutions are adequately staffed with appropriately skilled educators.	Develop an EHR planning framework.	April 2006	EHR planning framework is in place.	Funded (Only salaries of officials)
	Collect information on educator staff, teachers in training and learners, and develop a profile of each group.	October 2006	Profiles published in internal report.	R10 000 (Funded)
	Develop scenarios regarding supply and demand of educators for the short, medium and long-term.	October 2006	Scenarios, together with recommendations, are available.	R10 000 (Funded)
	Develop a recruitment strategy, which is aimed at recruiting teachers with the right skills to posts where they are needed.	December 2006	Draft recruitment strategy is available.	R10 000 (Funded)
	Advise Senior Management on how HR planning should be addressed in the short, medium and long-term.	December 2006	Report submitted to Senior Management.	Funded (Only salaries of officials)
	Produce an annual report on Education Human Resource Planning.	March 2007	Annual report is published and submitted to Senior Management.	R10 000 (Funded)

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To develop HR management systems.	Establish an inter-provincial technical task team.	April 2006	Task team is in place and approved by HEDCOM.	Funded (Only salaries of officials)
	Perform a needs analysis investigation of the entire education system, with regard to HR information management.	May 2006	Report is available.	R20 000 (Funded)
	Appoint a service provider to: <ul style="list-style-type: none"> • investigate the extent to which the current information systems comply with the needs that have been identified; • what further development of the current systems is required; • what additional systems need to be developed; • what training needs to be provided to ensure that the systems are optimally utilised; 	uly 2006	Service provider is appointed.	R500 000 (Funded)
	<ul style="list-style-type: none"> • what strategy should be followed to ensure that the HR information systems comply with all the needs. 	October 2006	Service provider is appointed.	R 1,5 million (Funded)

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Appoint a service provider to develop systems and procedures that are required in terms of the above-mentioned investigation.			
To develop and maintain post-provisioning norms (PPN) for educators and non-educators, aimed at optimal effectiveness and fairness in the utilisation of human resources in education.	Study the report of the ELRC, based on its investigation in this regard, and assess the recommendations.	April 2006	Report is available on the assessment of recommendations, with recommendations on which should be addressed.	Funded (Only salaries of officials)
	Investigate possible ways in which concerns could be addressed. Develop draft amendments to policy.	August 2006	Report with draft policy is in place.	R10 000 (Funded)
	Investigate the effect that the NCS and the revised school funding norms will have on post provisioning, and develop draft amendments to the current policy to accommodate these factors.	August 2006	Report with draft amendments to policy is in place.	R10 000 (Funded)
	Investigate the effect that the current post and teacher provisioning policy has on learning outcomes, class sizes, school time-tabling, teacher workload and other related issues. Develop draft amendments to the current policy, which are aimed at improving learning outcomes and teacher utilisation and morale.	June 2006	Report is in place.	R10 000 (Funded)

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Develop post-provisioning norms for inclusive education.	October 2006	Draft norms are in place.	R10 000 (Funded)
	Develop post-provisioning norms for FET colleges.	July 2006	Draft norms are in place.	Funded (Only salaries of officials)
	Develop post-provisioning norms for support staff at schools, together with an implementation strategy.	May 2006	Draft norms, together with proposed implementation strategy, is in place.	Funded (Only salaries of officials)
	Investigate issues pertaining to the temporary employment of teachers, and develop draft policy, aimed at ensuring fair and effective utilisation of employees.	October 2006	Draft policy is in place.	Funded (Only salaries of officials)
To monitor and manage the supply and demand of teachers.	Study and assess recommendations from the ELRC/HSRC investigation into determinants on the supply and demand of educators. Identify issues that need to be addressed and develop draft solutions to problems. Provide Senior Management with recommendations.	October 2006	Report available, with recommendations, on how identified issues should be addressed.	R15 000 (Funded)

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Study and assess recommendations of the ELRC investigation with regard to educator workload. Investigate possible ways in which concerns regarding workload and teacher morale can be addressed, and provide recommendations to Senior Management.	October 2006	Report available, with recommendations, on how concerns should be addressed.	R10 000 (Funded)
	Investigate the effectiveness of current policy regarding performance management, and develop draft amendments to the current policy, including the introduction of performance rewards, aimed at improving learning outcomes.	October 2006 May 2006	Report available, with recommendations, on how the current performance management system could be improved. Agreement on a performance reward system is in place.	R15 000 (Funded) Funded (Only salaries of officials)
	Develop interim policy regarding the provision of incentives to educators, aimed at improving recruitment and retention of teachers with the required skills in posts where they are needed.	May 2006	Interim policy is in place and approved for purposes of implementation on a trial basis.	Funded (Only salaries of officials)
	Assess the effectiveness of the incentives that have been implemented on a trial basis.	January 2007	Report on testing results is available.	R10 000 (Funded)
	Review interim incentives policy in accordance with findings, based on further investigation and pilot projects. This will include an overseas study of practices in other appropriate countries.	March 2007	Draft policy is in place.	R10 000 (Funded)

**CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES PLANNING
DIRECTORATE: EDUCATION LABOUR RELATIONS AND CONDITIONS OF SERVICE**

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
<p>To improve human resources management in the education sector.</p>	<p>Develop and implement an intervention strategy for the Eastern Cape and Limpopo, to complete the IQMS processes.</p> <p>Assistance to provinces in implementation of the IQMS, including provincial visits, evaluation of progress, provision of materials and service providers for training.</p> <p>Review the reliability of IQMS for performance assessment.</p> <p>Explore the establishment/appointment of an agency to manage the IQMS.</p>	<p>March 2007</p>	<p>An intervention strategy is in place for the Eastern Cape and Limpopo, to complete the IQMS processes.</p> <p>All provinces implement ELRC Resolution 8 of 2003, which ensures an effective and efficient performance system for educators that lead to salary progression within the time-frames of the resolution.</p> <p>The entire procedure and processes of the IQMS are implemented.</p>	<p>R40 000</p>
<p>To create a positive framework and maintain conditions of service for</p>	<p>Agreement is reached in ELRC on the reward system for educators.</p> <p>A study tour to SADC countries is undertaken, to examine other models of education labour relations and conditions of service.</p>	<p>July 2006</p> <p>December 2006</p>	<p>Educators receive rewards, following evaluation.</p> <p>Report on international experience is produced.</p>	<p>R30 000</p>

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	<p>Finalise proposals and implement plans for an incentive system for educators.</p> <p>Agreement is reached in ELRC on grading norms for schools.</p> <p>Accelerated Salary Progression Agreement signed in ELRC. Analyse implications and draft proposals.</p> <p>Research projects of the ELRC, in respect of the workload of educators, post provisioning norms and HIV/Aids, are translated into signed agreements.</p>	<p>July 2006</p> <p>April 2006</p> <p>March 2006</p> <p>December 2006</p>	<p>The incentive system is implemented in its entirety, and a progress report is produced.</p> <p>Grading norms are implemented in schools.</p> <p>Qualifying educators receive accelerated salary progression, following evaluation.</p> <p>Agreements are implemented.</p>	
	<p>Workshops held with provinces on the interpretation and understanding of signed collective agreements.</p>	<p>March 2007</p>	<p>Provinces correctly interpret and implement signed collective agreements.</p>	

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
<p>To develop partnerships and strengthen relations in labour relations matters within the SADC.</p>	<p>Facilitation of labour relations structures in other SADC countries, with the assistance of the ILO.</p>	<p>March 2007</p>	<p>Improved relations with labour relations structures from other SADC countries.</p>	<p>R40 000</p>
	<p>Attend conferences on labour relations issues in other parts of Africa, and internationally.</p>	<p>March 2007</p>	<p>Capacity-building pertaining to international industrial relations implemented.</p>	
	<p>Study tours to other countries to conduct research on conditions of employment and matters currently under investigation in the ELRC.</p>	<p>March 2007</p>	<p>Research reports and proposals are produced.</p>	

**CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES PLANNING
DIRECTORATE: NATIONAL HUMAN RESOURCES DEVELOPMENT**

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
<p>To review the NHRD Strategy for South Africa, and to advise the Minister and Cabinet Committee on HRD.</p>	<p>Development of a broad conceptual framework for the NHRD strategy, which is linked to the Accelerated, Shared Economic Growth Initiative by the NHRD Directorate.</p>	<p>April 2006</p>	<p>Broad conceptual framework of NHRD strategy completed.</p>	<p>R 100 000</p>
	<p>Convene Inter-branch meetings to discuss and debate the first draft of the new broad conceptual framework.</p>	<p>May 2006</p>	<p>Inter-branch Committee on NHRD is established.</p>	
	<p>Draft revised NHRD strategy conceptual framework presented to Senior Management.</p>	<p>May 2006</p>	<p>Revised draft NHRD conceptual framework completed.</p>	
	<p>DG to present the NHRD strategy to all relevant stakeholders.</p>	<p>une 2006 uly 2006</p>	<p>Revised draft NHRD conceptual framework is completed.</p>	
	<p>Minister to present NHRD conceptual framework to relevant Ministers and stakeholders.</p>	<p>uly 2006</p>	<p>Revised draft NHRD conceptual framework is completed.</p>	

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Meeting with relevant departmental officials and social partners (all stakeholders) for discussions and recommendations to further develop the draft NHRD strategy conceptual framework.	August 2006	Revised draft NHRD conceptual framework completed.	
	Improved draft revised NHRD strategy presented at the Inter-departmental HRD CC forum for discussion and value-adding.	August 2006	Draft HRD conceptual framework completed.	
	Draft NHRD conceptual framework presented to Minister (MMM).	September 2006	Draft NHRD conceptual framework completed.	
	Draft NHRD converted from a conceptual framework into NHRD strategy and presented at the National Cluster Committees (Social Cluster).	October 2006	knowledge, strategies of how to further improve/revise the NHRD strategy in place.	
	Draft NHRD strategy presented to Cabinet for approval.	November 2006	Draft NHRD strategy is approved.	
	Design, layout and printing of the NHRD Strategy for South Africa.		NHRD Strategy for South Africa published.	

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
<p>To facilitate and coordinate departmental participation in the National Framework for Skills Development, in partnership with the EDP SETA.</p>	<p>Facilitation and coordination of the implementation of the NSDS targets.</p>	<p>March 2007</p>	<p>NSDS Strategy 2005/10 in place.</p>	
	<p>Facilitate, coordinate, support, monitor and evaluate the implementation of Skills Development Plans in the departments of education, in collaboration with ETDP SETA.</p>	<p>March 2007</p>	<p>Workplace Skills Plans (WSPs) in place.</p>	
	<p>Development and implementation of Agreement (MoU) between the ETDP SETA and education departments.</p>	<p>March 2007</p>	<p>Agreed on agreement (MoU).</p>	
	<p>Visits to departments of education to support, monitor and evaluate the implementation of education, training and development plans.</p>	<p>March 2007</p>	<p>Reports.</p>	

DIRECTORATE: LEGISLATION AND LEGAL SERVICES

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
<p>To draft regulations and legislation, and to assist in the processing of these.</p>	<ul style="list-style-type: none"> • Draft Further Education and Training Colleges Bill, 2006. • Draft Memo and agenda item for HEDCOM and CEM via DDG/P for approval. • Evaluate comments and amend Bill on merit, after the return date for comments. • Draft submission for Minister's approval of the final draft. • Draft Cabinet Memo for approval of the Bill. • Draft letters to Speaker and Chairperson of NCOP, that Cabinet has approved the Bill. • Draft letters to State Law Adviser for certification of the Bill. • Draft Explanatory Summary of the Bill in terms of Rule 241(c) of the Rules of the National Assembly. • Draft letter to Chairperson of Portfolio Committee for Education. • Draft letter to Leader of Government Business. 	<p>Second session of Parliament.</p>	<p>Bill enacted as the Further Education and Training Colleges Act, after being tabled in Parliament.</p>	<p>R100 000</p>

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	<ul style="list-style-type: none"> • Draft the National Qualifications Framework Bill. • Draft Memo and agenda item for HEDCOM and CEM via DDG/P for approval. • Evaluate comments and amend Bill on merit, after the return date for comments. • Draft submission for Minister's approval of the final draft. • Draft Cabinet Memo for approval of the Bill. • Draft letters to Speaker and Chairperson of NCOP, that Cabinet has approved the Bill. • Draft letters to State Law Adviser for certification of the Bill. • Draft Explanatory Summary of the Bill in terms of Rule 241(c) of the Rules of the National Assembly. • Draft letter to Chairperson of Portfolio Committee for Education. • Draft letter to Leader of Government Business. 	Third session of Parliament.	Bill enacted as the National Qualifications Framework Act.	R100 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	<ul style="list-style-type: none"> • Evaluate comments on the Regulations for the Exemption of Parents from Payment of School Fees and amend Regulations on merit. • Draft Memo and Agenda item for approval by HEDCOM and CEM. • Draft submission to Minister for her approval. • Draft letter to State Law Adviser for certification. • Draft Notice for the publication of the final Regulations. 	March 2006.	Regulations for the Exemption of Parents from Payment of School Fees promulgated and published in the Government Gazette.	R29 000
<p>To provide legal advice with regard to, and manage any litigation concerning the Department.</p>	<ul style="list-style-type: none"> • Research applicable legislative material and cases. • Draft legal opinion, based on aforesaid research. • Provide either oral or written advice. • Consult with provincial legal reps in order to identify problems and the solution thereof. 	<p>Ongoing.</p> <p>Timeframes also under the control of the directorates and departments.</p>	Legal advice provided.	R209 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	<ul style="list-style-type: none"> • Advise and assist in disciplinary hearings for misconduct. • Comment on behalf of the Department on the Bills. • Attend meeting as an Interim Committee member. • Committee member to deal with examination irregularities. • Answering questions telephonically from directorates of the departments, the provinces and the public at large, concerning legislation and its implementation. 			
	Administer all court cases by or against the Department or the Minister.	These functions are ongoing and time-frames are determined by the individual cases within the court rules.	Settlement of all court cases, either in court or out of court.	R894 000
To advise on all contracts and agreements in the Department.	Scrutinise agreements and contracts between the Minister and other institutions. (We advise on whether the Minister should enter into an agreement. Advise whether agreement is to be amended).	Time-frames depend on particular deadline that has been set.	Contract or agreement signed or amended.	R26 000

SOCIAL COHESION IN EDUCATION



SOCIAL COHESION IN EDUCATION

CHIEF DIRECTORATE: EQUITY IN EDUCATION
DIRECTORATE: GENDER EQUITY

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To develop, coordinate and monitor the implementation of the comprehensive National Plan for Gender Equity.	Develop an implementation strategy.	March 2007	An implementation plan and a communication strategy on the comprehensive National Plan on Gender Equity have been developed.	R900 000
	Conduct a skills audit of officials.			
	Conduct research on the impact of female managers on academic performance and school ethos.			
	Convene an annual development forum with institutional forums to discuss progress made in transforming institutional culture at HEIs.			
	Print and distribute Learner Pregnancy Guidelines to schools.	March 2007	Guidelines on Learner Pregnancy, an implementation plan and an advocacy strategy are available.	R1 million
	Organise training workshops on Learner Pregnancy Guidelines for district officials and SGB members.			
	Conduct a national audit on learner pregnancy in schools.	March 2007	A national audit of learner pregnancy in schools has been conducted.	

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Develop a framework to address Gender-Based Violence (GBV).	March 2007	Framework to address GBV has been developed.	R800 000
	Develop an implementation plan and a communication strategy for the GBV framework.			
	Print and GBV manual, " <i>Opening Our Eyes</i> ".			
	Organise a workshop to address GBV.			
	Organise community dialogues in Limpopo, the Western Cape and the Eastern Cape.	March 2007	<i>Izimbizo</i> for parents, educators, learners and other stakeholders on gender in education held. National and international days are celebrated and commemorated. School visits and dialogue with governance and management structures and civil society.	R750 000
	Organise a conference on gender in education, as part of the commemoration of the 50 th Anniversary of the Women's March.	August 2007	Road Map for Gender Equality Goal 2015 developed.	Funds from the Netherlands Sectoral Budget Support (NSBS) R3 million
	Develop a framework for infusing constitutional values in Learning Support Materials.	March 2007	Learning Support Materials for the Foundation Phase reflect the values of the Constitution, with particular emphasis on equity and equality.	R300 000
	Print and distribute the framework to schools.			

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Organise training workshops for district officials and curriculum advisors/ educators on the implementation of the framework.			
	Support and monitor educators in the implementation of the framework.			
	Facilitate the formation of GEM/ BEM clubs at school level.	March 2007	A consolidated Girls Education Movement (GEM) / Boys Empowerment Movement (BEM) strategy is developed.	R550 000
	Facilitate the organisation of GEM / BEM school-based activities.			
	Organise GEM workshops in all provinces.			
	Review of the GEM / BEM framework.			
	Cooperate with Branch F on recruiting and retaining girl-learners in <i>Dinaledi</i> schools.	March 2007	Strategy for the recruitment, retention and the completion of studies by girl-learners in <i>Dinaledi</i> schools has been developed.	R100 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Cooperate with Branch F in coordinating the training of educators on the implementation of the strategy.			
	Cooperate with Branch F in providing support to <i>Dinaledi</i> schools.			
	Organise round-table discussions with different companies.	March 2007	Hundred girls per province are placed in the workplace for mentorship in ICT, engineering and mining.	R100 000
	Develop a collaboration framework for mentoring of girl-learners in gateway subjects.			
	Facilitate the identification of the 100 girls per province to participate in the programme.			
	Coordinate the placement of girl-learners in companies during winter and festive holidays.			
	Compile a report on mentorship programmes on gateway subjects for girl-learners.			

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To monitor and report on targets set for gender parity and equality at all levels of the system.	Compile an annual report on the impact of the strategy addressing GBV.	March 2007	Annual report on the impact of the GBV strategy is available.	R201 000
	Coordinate quarterly meetings with provincial Gender Focal Persons.			
	Conduct provincial visits to schools / advocacy on GBV.			
	Develop a monitoring and evaluation framework on GBV, gender parity and gender equity in the education system.	March 2007	A monitoring tool for reporting on GBV, gender parity and gender equity has been developed.	R100 000
	Organise workshops on national and international instruments.	March 2007	Annual reports on the implementation of national and international protocols (EFA, CSW, OSW) are available.	R200 000
	Develop a report on compliance with national and international instruments on gender imperatives.			

**CHIEF DIRECTORATE: EQUITY IN EDUCATION
DIRECTORATE: RACE AND VALUES**

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To ensure that all educational institutions promote non-racism and equality in their ethos, policies and practices.	A national seminar must be organised to reflect on the lessons learnt from the evaluation of the ACE.	March 2007	Minimum of one official per district/circuit and cadre of key managers in selected districts/circuits are trained in non-racism, equality and human rights.	R50 000
	Provide ongoing support to institutions continuing to offer the ACE.		Key staff members in school support structures closest to schools are trained to render support to schools, in order to promote non-racism and equality in school ethos, policies and practices.	
	Three workshops to be held in both North West and the Eastern Cape, to SGBs in the governing of schools with regard to the values enshrined in the Constitution.	February 2007	Advocacy to all schools via SGBs, school management teams (SMTs) and representative councils for learners (RCLs), showing the links between the value of democracy at school level and local government elections.	R111 000
			Thirty percent of SGBs have policies in place on how to govern schools with regard to non-racism and equality.	
	Three national racial integration workshops to be held for provincial and district officials to support the intervention teams.	July 2006	Provincial and district structures are in place to support the implementation of the strategy.	R115 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	All district teams are assisted to establish appropriate reporting mechanisms.	September 2006	Intervention teams, comprising national, provincial and district officials, are established and trained to deal with racial incidents.	R50 000
			All district managers are trained to implement the Racial Integration Strategy.	
	The Race and Values Network meets on a quarterly basis, as part of the HEDCOM Equity in Education Sub-committee.	Ongoing	The Race and Values Network meets quarterly.	R115 000
	Conduct a baseline study to determine the extent of desegregation in schools.	February 2007	A racial desegregation baseline is established.	R1 million
	Two national workshops are held to train provincial officials in the use of the monitoring instrument.	May 2006	An instrument to monitor compliance with the values of the Constitution has been developed and is used in all provinces.	R100 000
	An agreement is concluded with relevant stakeholders to monitor and promote human rights in education.	une 2006	A database on racism and human rights violations is available.	R10 000
	The database on racism and human rights violations is maintained.	Ongoing.		

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To ensure that all teacher development programmes prepare teachers to teach in a manner which promotes the values of non-racism and equality.	Nine workshops (one per province) are held to promote values in the curriculum.	September 2006	Support materials for teachers are provided to an additional 90 schools in selected districts, enabling successful teaching of values and human rights across the curriculum.	Donor funds from the Swiss Development Corporation - R640 000
	Support materials for teachers in GET and FET will be distributed to an additional 1800 teachers.			
	The Whole School Development intervention is implemented in ten schools each in Mpumalanga and the Western Cape.	September 2006	The Whole School Development Model on Values and Human Rights is piloted in ten schools each in Mpumalanga and the Western Cape.	Donor funds from the Flemish Government - R2,3 million
	Evaluation reports are finalised and presented at a Whole School Development Seminar.	February 2007		
To promote social cohesion and a national identity by celebrating unity in diversity within a South African and broader continental identity.	Strengthen cooperation with Constitution Hill and other partners to promote the tenth anniversary of the adoption of the first democratic South African Constitution.	May 2006	Thirty percent of all schools celebrate national days and develop programmes on significant South African and international days.	Seed money from the Netherlands Sectoral Budget Support R12 million

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	A campaign is launched to celebrate the 30 th anniversary of the June 1976 uprisings, in partnership with the Hector Peterson Museum, SA History Online and the Apartheid Museum, amongst others.	June 2006	Thirty percent of all schools celebrate national days and develop programmes on significant South African and international days.	
	A booklet on the national symbols <i>South Africa, My Country</i> is finalised and distributed to all districts.	April 2006	An advocacy programme is finalised, to ensure that all schools raise the National Flag daily and that learners sing the National Anthem.	R1 million NSBS funding rolled over from 2005/06
	The Flag in Every School Project reaches all schools in the nodal areas.	February 2007		
	Monitoring tool is in place to ensure that all schools have received the national symbols booklet, with support from provincial and district officials.	June 2006		
	Capacity-building workshops on national symbols are organised for district and provincial officials.	June 2006	Training programmes for provincial and district officials are finalised to mediate in the utilisation of the national symbols booklets in schools.	R150 000
	Three workshops are held in the nodal areas, focusing on moral regeneration, values and human rights for youths in nodal areas.	September 2006	2 000 youths in the nodal areas are recruited to participate in moral regeneration activities in their communities.	R165 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To promote the rehabilitation of communities, in line with TRC recommendations.	The lessons of the TRC are taught in schools, and learners understand the significance of the TRC process, especially at FET and HE levels.	December 2006	A popular version of the TRC Reports is finalised and distributed to all schools.	R100 000
	Consultations, drafting and gazetting of the guidelines for the rehabilitation of communities, in line with TRC recommendations.	September 2006	Guidelines for the rehabilitation of communities, in line with TRC recommendations, are developed.	R50 000

**CHIEF DIRECTORATE: EQUITY IN EDUCATION
DIRECTORATE: SPECIAL PROGRAMMES**

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To ensure access to, and retention of learners in rural and farm schools.	Provincial and community consultations are held to finalise a comprehensive plan for rural education.	October 2006	A comprehensive plan for rural education, based on the report of the Ministerial Committee on Rural Education, has been developed.	R450 000
	A national seminar, showcasing best practice models currently used in provinces on school rationalisation, hostels, transport, fees and job-creation, is held.	July 2006	A national strategy for the mobilisation of out-of-school children in rural and nodal areas and on farms to access education and support is developed.	R200 000
	Provincial consultations are held to ensure that all Quintile 1 rural and farm schools are declared “no fee schools”, in collaboration with Branch P.	September 2006	All quintile 1 rural and farm schools are declared “no fee schools”.	R75 000
	Quarterly reports for the Minister, compiled in collaboration with Branch P, on the progress with “no fee schools” in rural areas, are compiled.	Ongoing.		
	Provincial road shows, with Branch P, are held to ensure that all provinces extend school feeding to Quintiles 1 and 2 in the rural areas and on farms.	Ongoing.	Consolidation of the NSNP as a community-based initiative in 50% of rural schools.	R75 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To improve the quality of rural, nodal and farm school education.	Cooperation with all relevant Branches G and P, to ensure that infra-structural and resourcing plans target the poorest farm and rural schools.	Ongoing.	Infrastructural rehabilitation and resourcing plan is developed, as part of ISRDP and URP.	R75 000
	Finalise guidelines, in collaboration with Branch P, for the provinces to ensure that all farm schools are bound by Section 14 agreements.	August 2006		
	Consultations with all relevant stakeholders, Branch P, ELRC, SACE and teacher unions to develop a comprehensive strategy.	December 2006	Teacher recruitment, retention and incentive strategy has been developed.	R50 000
	Community <i>Izimbizo</i> , dialogue and workshops are held on rural education matters.	Ongoing.	Appropriate programmes for the leadership and management capacity of SGBs and SMTs have been developed.	R50 000
	Capacity-building workshops in the Eastern Cape, wa ulu-Natal and Limpopo, for SGBs and SMTs.	March 2007		
	Three workshops in Limpopo, N, and the Eastern Cape to train teachers on innovative methods to teach in multi-grade and multi-phase classrooms.	March 2007	Specialised curriculum delivery innovations and appropriate school curriculum enrichment programmes have been developed for rural, nodal and farm schools.	R75 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Translation of Foundation Phase reading books into indigenous languages.	Ongoing.		
	A service provider conducts the impact study.	March 2007	An impact study on the capacity of SMTs educators, SGBs, RCLs, curriculum delivery and enrichment, has been conducted.	R300 000
To initiate sustainable partnerships with urban schools, community organisations, NGOs, private sector, and other organisations.	Provide secretarial support to the Forum on Rural Education.	Ongoing.	The impact study on the capacity of SMTs, educators, SGBs, RCLs, curriculum delivery and enrichment has been conducted,	R300 000
	The Forum on Rural Education meets quarterly.	Ongoing.	Partnerships with departments, NGOs and other organisations have been strengthened.	R150 000
	Consultation take place with various farm and rural communities to strengthen partnerships.	Ongoing.		

**CHIEF DIRECTORATE: HEALTH IN EDUCATION
DIRECTORATE: HEALTH PROMOTION**

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To contribute to enhanced active learning capacity via school feeding projects.	Monitor access to meals of approved quality by learners.	March 2007	A national strategy on compliance with health and hygiene standards at food preparation/serving points is in place.	
	Consolidate the realistic targets of the NSNP.	March 2007	4 500 food production projects are in place in public schools.	R660 000
	Sustain group planning and evaluation of practice by the DoE and provinces.	March 2007	Provincial strategies to roll out food security projects, in partnership with FAO, government departments, NGOs, communities and business are piloted in 10 nodal districts per province.	
	Support the development of business plans for 2007/8.	March 2007	Provincial strategies to roll out identified NSNP models that stimulate economic activity in nodal districts are in place.	
	Pilot de-worming in one coastal province.	March 2007	A strategy for parents and teachers, to promote healthy nutrition and lifestyles amongst learners, is in place.	R855 000
	Identify best practice in feeding models as implemented by the different provinces.	March 2007		
	Capacitate NSNP monitors on healthy and hygienic handling of the food service.	March 2007		

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To generate food production and economic activity in communities, in order to improve household food security.	Support and monitor implementation of food production initiatives in schools.	March 2007	4 500 food production projects are in place in public schools.	R660 000
	Consolidate teams to manage and implement food production initiatives in schools.	March 2007	Provincial strategies, to roll out food security projects, in partnership with FAO, government departments, NGOs, communities and business are piloted in 10 nodal districts per province.	
	Research and develop NSNP models that stimulate economic activity in nodal areas.	March 2007	Provincial strategies, to roll out identified NSNP models that stimulate economic activity in nodal districts, are in place.	
To strengthen nutrition education in schools and communities.	Develop a teaching programme and teaching and learning materials for educators and learners in collaboration with the Food and Agriculture Organisation.	March 2007	A strategy for parents and teachers to promote healthy nutrition and lifestyles among learners is in place	R855 000
	Conduct workshops for SGBs and SMTs to facilitate their role in the successful implementation of NSNP.	March 2007		
	Empower school governors, managers and curriculum coordinators to promote healthy lifestyles.	March 2007		

**CHIEF DIRECTORATE: SOCIAL INCLUSION
DIRECTORATE: SCHOOL ENRICHMENT PROGRAMMES**

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To develop, implement and coordinate the framework for school enrichment programmes.	Establish a core team of policy writers from the DoE, PEDs, Departments of Arts and Culture, and Sport and Recreation, the Youth Commission and our social partners.	June 2006	Consultation with relevant stakeholders and the drafting of the framework for school enrichment programmes, including sport, arts and culture and heritage.	R300 000
	Core team conducts and analyses relevant legislation, policies and frameworks, national and international protocols, national, continental and international programmes on sport, arts, culture, music and heritage.	August 2006		
	Core team drafts a concept document on a national framework for sport, arts, culture and heritage.	September 2006		
	Consultations with the reference group, comprising provincial coordinators responsible for social transformation, justice and cohesion, relevant departments, the Youth Commission and our social partners.	October		
	Draft concept document is presented to Senior Management and HEDCOM.	November 2006		

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Concept document is further refined and broad consultations in provincial <i>Izimbizos</i> begin.	December 2006		
	Draft framework on school enrichment programme, including school sport, arts, culture, and heritage, is presented to Senior Management, ELRC and HEDCOM.	March 2007		
To incorporate school enrichment programmes as part of the teacher development strategy, as well as enriching the curriculum implementation process.	Collaborate with Branch G and relevant stakeholders in developing curricular enrichment programmes and materials for PRESET (initial professional education of teachers, IPET) programmes.	July 2006	PRESET programmes in the National Teacher Development Strategy include core/elective offerings on school enrichment programmes.	R300 000
	With the assistance of Branches G, F and H, initiate discussions with relevant HEIs for the introduction of Advanced Certificates in Education (ACE) in sport, arts, culture and heritage.	Ongoing.	Accredited INSET programmes on school enrichment programmes are introduced in 20% of the nodal and farm schools.	

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Collaborate with our strategic partners for the accredited training of teachers in sport, arts and culture short courses, events management, coaching, etc.	Ongoing.	The delivery of Arts and Culture and Life Orientation Learning Areas in the GET Band has been strengthened.	
To implement, coordinate and monitor national and international instruments and programmes.	Coordinate, manage and monitor a variety of national programmes that promote mass participation and physical activity, ranging from workshops to the actual events.	March 2007	National programmes that promote mass participation in school enrichment programmes and physical activity are in place.	R700 000
	Coordinate, manage and monitor national events for high performance school sport, arts and culture performances.	March 2007	Programmes for talent identification and further development of learners, as well as capacity-building innovations for educators are in place.	R3 million seed money from the Netherlands Sectoral Budget Support - R12 million
	Coordinate participation of selected teams and groups in continental and international tournaments and events.	March 2007		
	Coordinate and monitor capacity-building programmes for educators as coaches, trainers, technical officials, managers, etc.	March 2007		

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Coordinate events to celebrate the 30 th Anniversary of the Soweto Uprisings of 1976 in Gauteng, and Heritage Month, via the National Indigenous Games, Music and Movement in Limpopo.	June 2006 and September 2006		
	Establish and sustain national coordinating committees for schools enrichment programmes.	March 2007	Implementation plan for national and international instruments is available.	R200 000
	Organise and coordinate workshops, quarterly meetings, <i>Izimbizos</i> , and attend national and international conferences on schools enrichment programmes.			
	Prepare reports to monitor compliance with national and international protocols.			

**CHIEF DIRECTORATE: SOCIAL INCLUSION
DIRECTORATE: SOCIAL ISSUES MANAGEMENT**

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To make all education institutions safe learning environments.	Approval, printing and distribution of the School Safety Framework.	March 2007	An implementation plan and a communication strategy for the School Safety Framework have been developed.	R75 000
	Develop the implementation plan for the School Safety Framework.	March 2007		
	Develop a communication strategy for the implementation of the School Safety Framework.	October 2006	A implementation plan and a communication strategy for the School Safety Framework have been developed.	R100 000
	Roll out training on the Signposts for Safe Schools, in partnership with Safety and Security in 30% of schools in the nodal areas.	December 2006	An implementation plan and a communication strategy for the School Safety Framework have been developed.	R35 000
	Report on the training of provincial officials in the Signposts for Safe Schools is available.	March 2007	A national audit on schools with high levels of crime and substance abuse has been conducted.	R100 000
	Report on the national audit on schools with high levels of crime and substance abuse is available.			

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To create safety nets for vulnerable children.	Consult, draft, and gazette the framework for safety nets for vulnerable children.	March 2007	The framework for safety nets for vulnerable children has been approved and published.	R150 000
	Commission a service provider to conduct a situational analysis, and commission an audit of vulnerable children.	March 2007	A situational analysis and a national audit of vulnerable children have been conducted.	R100 000
	Reports on the situational analysis and national audit of vulnerable children are available.			

**CHIEF DIRECTORATE: SOCIAL INCLUSION
DIRECTORATE: ADULT BASIC EDUCATION AND TRAINING**

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET	
To expand the reach of basic literacy and Adult Basic Education Training formal programmes.	Coordinate the delivery of basic literacy programmes.	March 2007	300 000 learners reached through expanded and skills-based ABET programmes, implemented by public and private sectors, NGOs and SETAs.	NSF SETA Budgets R105 million	
	Coordinate the delivery of formal ABET programmes in PALCs.	June 2006	Final report of the Ministerial Committee on Literacy is submitted and published.	R300 000	
	Coordinate the delivery of expanded and skills-based ABET programmes.	September 2006			
	Provide administrative support to the Ministerial Literacy Committee.	March 2007	The national audit on ABET provisioning is conducted and published.	R1,1 million	
	The final report of the Ministerial Committee on Literacy is published.	March 2007	A framework for an ABET qualification, curriculum delivery and assessment at PALCs has been developed.	R100 000	
	Commission a service provider to conduct a national audit of ABET provisioning.		Provide assessor training for ABET practitioners.	R500 000	
	Develop a framework for an ABET qualification, curriculum and assessment for PALCs.	December 2006	A strategy for a pilot project in multi-purpose media in ABET PALCs has been developed.	R50 000	
			March 2007	Functional stakeholder forum is in place.	R130 000

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Draft a strategy for a pilot multi- media project in ABET centres.	March 2007	Reporting on compliance and delivery of a Government programme of Action.	R20 000
	Establish an ABET stakeholder forum to replace NABABET.	March 2007	BFI-SA project reports are available.	R200 000
	Develop DoE input to EPWP training strategy for approval by HEDCOM.	March 2007	Significant events related to literacy and ABET programmes are celebrated.	R500 000
	Support the implementation of ICT programmes in the BFI project in Limpopo Province.			
	Advocacy campaigns and celebrations of significant events on literacy and ABET programmes are launched.			
To implement, coordinate and monitor the norms and standards for funding of ABET programmes.	Finalise the norms and standards for the funding of ABET programmes, in collaboration with Branch P.	August 2006	Norms and standards for the funding of ABET programmes have been approved.	R30 000
	Table the draft norms and standards for the funding of ABET programmes for approval by HEDCOM and CEM.	October 2006		

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Publish the approved norms and standards for the funding of ABET programmes in a Government Notice.	December 2006	Norms and standards for the funding of ABET programmes have been approved and published.	R100 000
	Develop an implementation plan on the norms and standards for the funding of ABET programmes.	December 2006	An implementation plan and advocacy strategy on the norms and standards for the funding of ABET programmes have been developed.	R100 000
	Develop an advocacy strategy and engage in an advocacy campaign on the norms and standards for the funding of ABET programmes.			
To develop standardised conditions of service for ABET practitioners.	Consult and draft the conditions of service for ABET practitioners, in collaboration with Branch P.	September 2006	The conditions of service for ABET practitioners are finalised and approved.	R30 000
	Table the draft conditions of service for ABET practitioners for approval by HEDCOM and CEM.	October 2006		

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
	Publish the approved standardised conditions of service for ABET practitioners in a Government Notice.	December 2006	The conditions of service for ABET practitioners are finalised and published.	R100 000
	Develop an implementation plan for the conditions of service for ABET practitioners.	March 2007	An implementation plan and advocacy strategy on the conditions of service for ABET practitioners have been developed.	R100 000
	Develop an advocacy strategy and engage in an advocacy campaign on the conditions of service for ABET practitioners.	March 2007		
To facilitate the development of appropriate learning and teaching support materials (LTSMs) for ABET programmes.	Evaluate learner and educator support materials to ascertain current relevance for basic literacy and ABET programmes.	September 2006	The quality of the LTSMs for basic literacy and ABET programmes has been evaluated.	R60 000

ADMINISTRATION



ADMINISTRATION

CHIEF DIRECTORATE: INTERNATIONAL RELATIONS AND UNESCO

STRATEGIC OBJECTIVES	ACTIVITIES	TIME-FRAME	PERFORMANCE INDICATORS	BUDGET
To finalise policy guidelines and establish structures to build capacity for bilateral, multilateral and outreach programmes.	Conduct desk-top research and have consultations with various departments and international specialists. Develop guidelines.	December 2006	Policy guidelines approved.	R 30 000
To forge greater collaboration in education between South Africa and countries of the South.	Participate in the India-Brazil-South Africa Trilateral Commission, as well as in joint Bilateral Commissions or Forums with China, Brazil, India, Cuba, Russia, Indonesia, Malaysia and the small Island States. Host 16 CCEM.	March 2007	Programmes resorting under the Commission is implemented and reports are tabled at Commission meetings.	R4 200 000
To strengthen South Africa's solidarity and leadership in education in Africa, via bilateral, multilateral and outreach initiatives.	Joint Bilateral Commissions are serviced with the following countries: Attend and participate in the BNC, PCC, CC meetings in Sudan, Nigeria, Angola, Rwanda, the DRC, Botswana, Lesotho, Swaziland, Mali, Algeria, Egypt, Saudi Arabia and Palestine. Participate in the multilateral meetings/forums/technical committees/ working groups of the SADC, the AU and NEPAD. Visit and host priority countries to develop the framework for the implementation of the outreach initiatives Sudan, the DRC, Rwanda, Guinea (Conakry), Gabon, Swaziland and Lesotho.	March 2007	Reports provided on meetings. Framework has been approved.	R 300 000
To effectively integrate and coordinate UNESCO Commission activities in national departments, and cooperate with civil society organisations.	Provide an overview of the Commission's activities for 2001 to 2005, conduct a review of the UNESCO-NEPAD activities, in line with national department priorities, and report on the 33 rd UNESCO General Conference.	December 2006	Audit report has been finalised, the integration status report has been produced, and the conference report has been tabled.	R 90 000

7. STATUTORY BODIES



STATUTORY BODIES

Council of Education Ministers (CEM)

Chairperson: Mrs Naledi Pandor, MP, Minister of Education
Secretarial: Directorate: Office of the DG
Tel: (012) 312 5193
Fax: (012) 321 2093
E-mail: oyana.n doe.gov.za
Sol Plaatje House Private Bag 895
123 Schoeman Street
Pretoria, 0001

Council on Higher Education (CHE)

Chairperson: Mr Saki Macozoma
Executive Officer: Dr S Badat
Tel: (012) 392 9100
Fax: (012) 392 9110
Higher Education Quality Committee (HEQC)
HEQC fax: (012) 392 9120
HEQC Accreditation (012) 392 9130
HEQC Auditing: (012) 392 9140
HEQC Quality Promotion: (012) 392 9150
211 Skinner Street, The Tramshed
Pretoria, 0002, 0126

Heads of Education Departments Committee (HEDCOM)

Chairperson: Director-General, Department of Education
Secretarial: Directorate: Office of the DG
Tel: (012) 312 5166
Fax: (012) 321 2093
E-mail: Mpengesi.x doe.gov.za
Sol Plaatje House Private Bag 895
123 Schoeman Street
Pretoria, 0001

South African Qualifications Authority (SAQA)

Chairperson: Dr S Walters
Executive Officer: Mr S B A Isaacs
Tel: (012) 482 0800
Fax: (012) 482 0966
E-mail: saqainfo org.za
Website: www.saqqa.org.za
1067 Hatfield Postnet Suite 248
Forum West Private Bag 06
Arcadia Street, Waterkloof
Hatfield, 0145
0083

Council for Quality Assurance in General and Further Education and Training (UMALUSI)

Chairperson: Mr Pampallis
Executive Officer: Dr P Lolwana
Tel: (012) 349 1510
Fax: (012) 349 1511
E-mail: info_umalusi.org.za
37 General Pierre van Ryneveld Street, Postnet Suite 102
Persequor Techno Park, Private Bag 1
Pretoria, Queenswood
0121

South African Council for Educators (SACE)

Chairperson: Mr Glenn Abrahams
Executive Officer: Mr Rej Brijraj
Tel: (012) 663 9517/8/9
Fax: (012) 663 9238
E-mail: info_sace.org.za
Website: www.sace.org.za
261 West Street, Private Bag 127
Centurion
0046

National Board for Further Education and Training (NBFET)

Chairperson: Mr Dennis George
Secretarial: Mr Pole
Tel: (012) 312 5014
Fax: (012) 321 3349
Website: see DoE sites [st: education.pwv.gov.za](http://st.education.pwv.gov.za)
Private Bag 895
Pretoria
0001

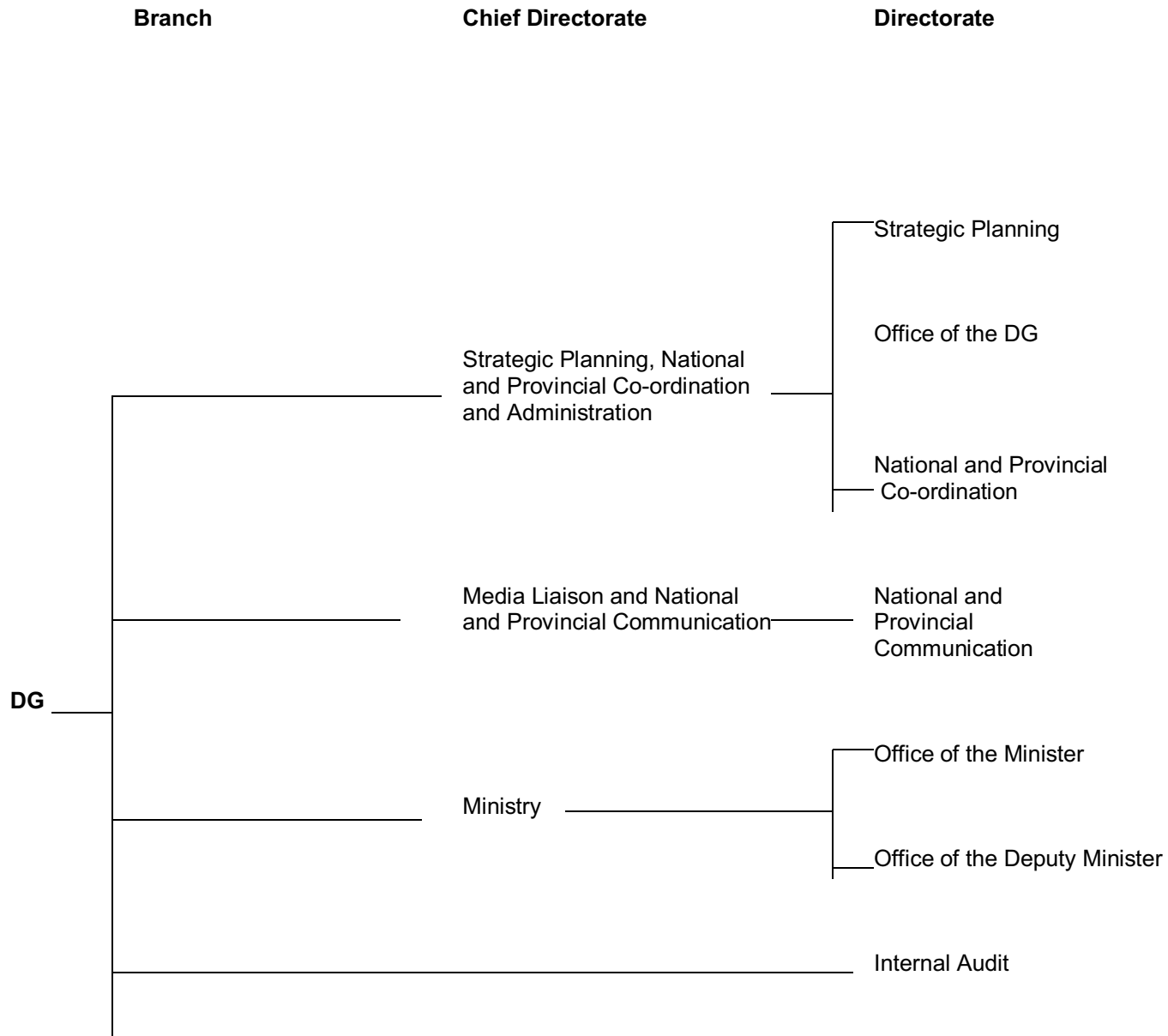
National Student Financial Aid Scheme (NSFAS)

Chairperson: Mr Vuyisa Tanga
Executive Officer: Mr A Taylor
Tel: (012) 797 8121
Fax: (012) 797 8131
E-mail: info_nsfas.org.za
Website: www.nfsas.org.za
Private Bag 1
Plumstead
7801

8. STRUCTURE OF THE DEPARTMENT



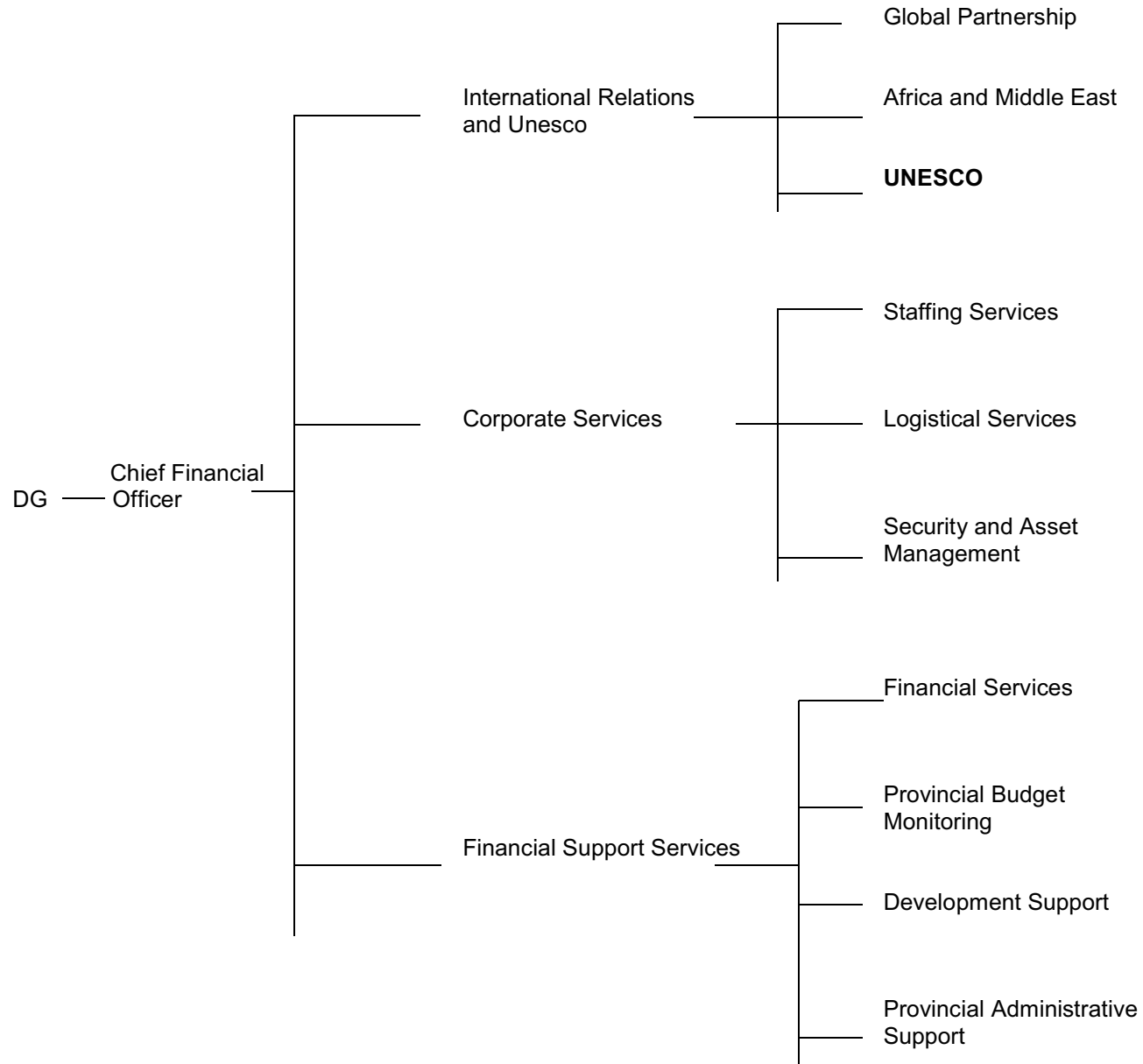
STRUCTURE OF THE DEPARTMENT

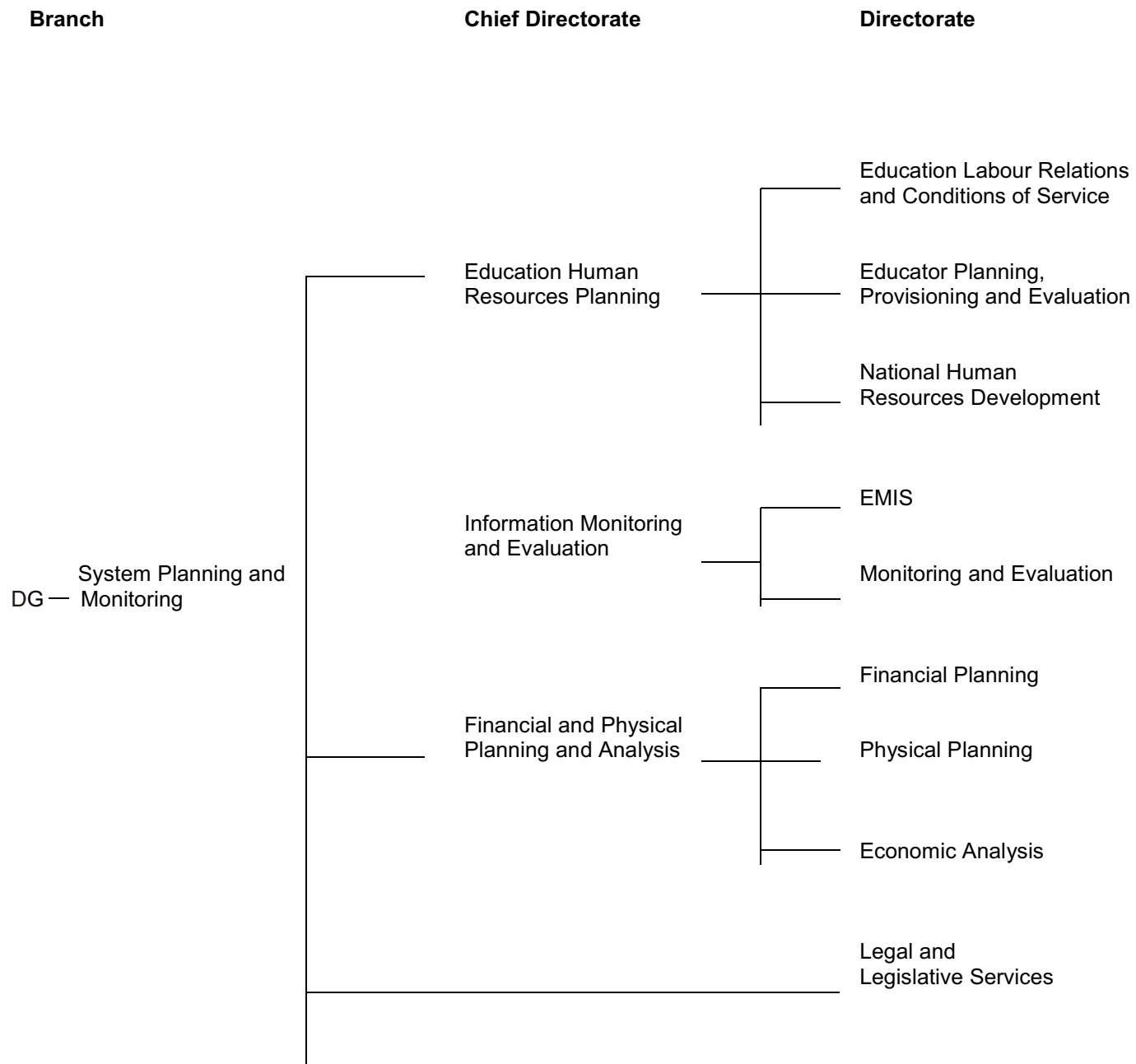


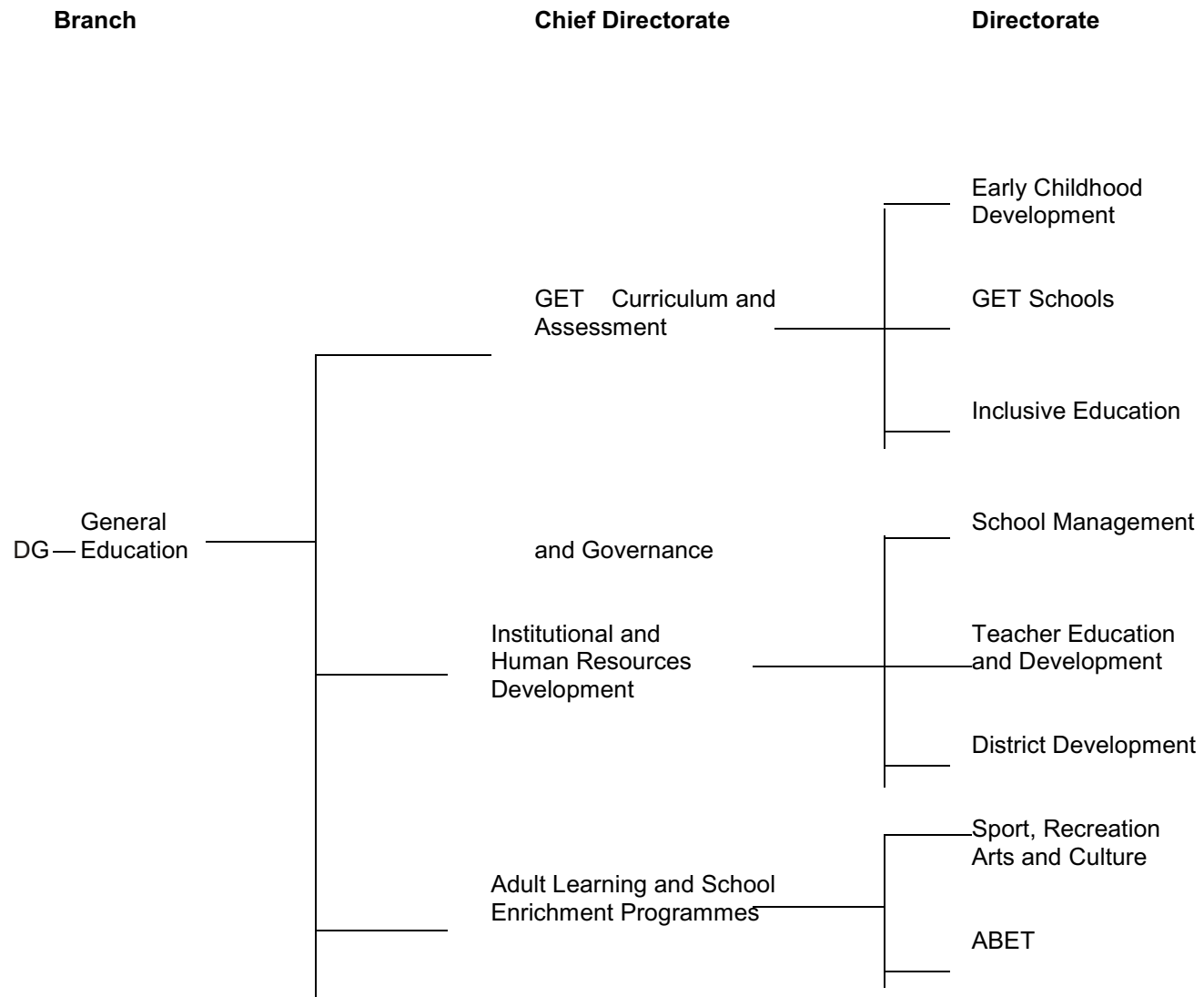
Branch

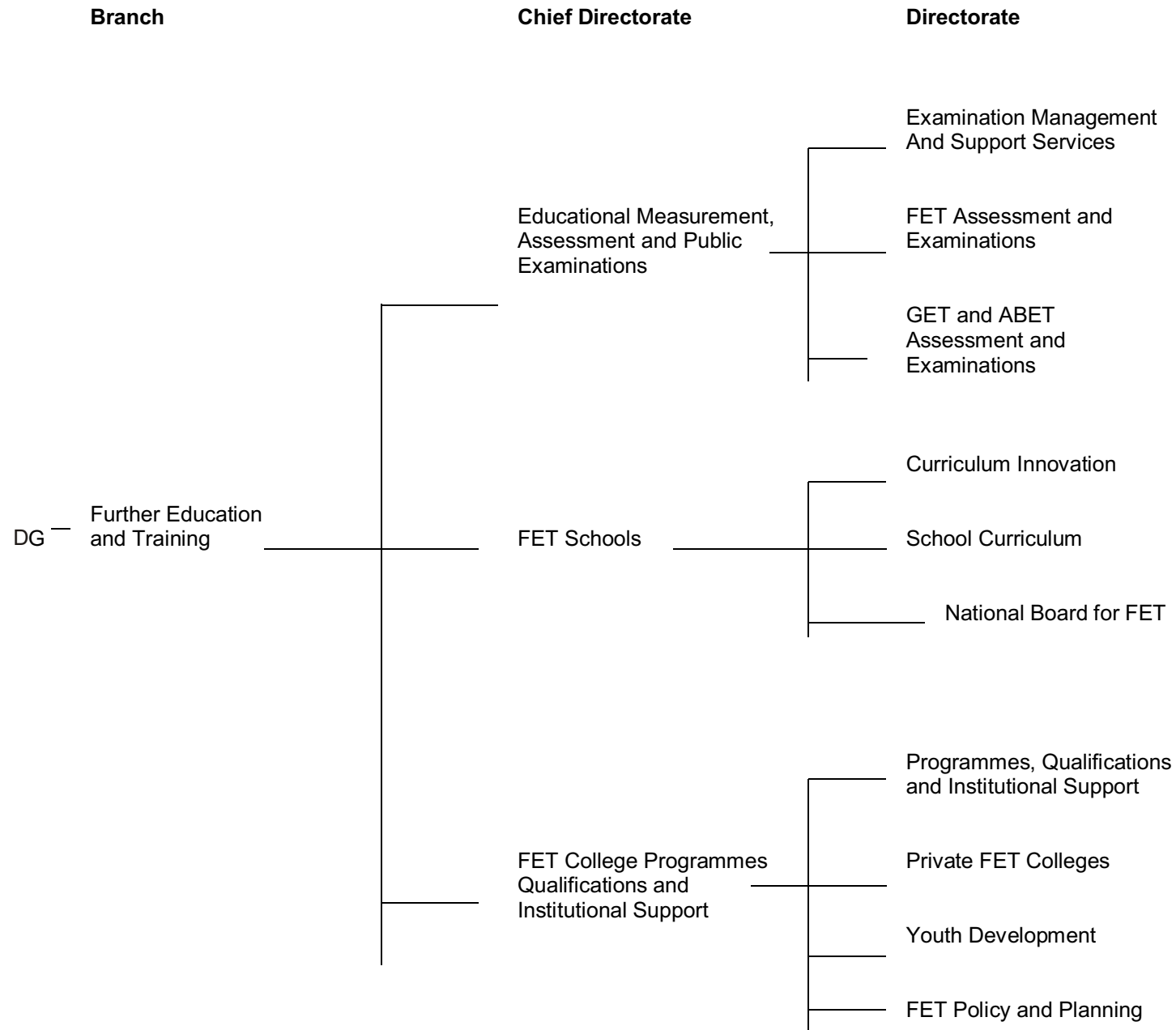
Chief Directorate

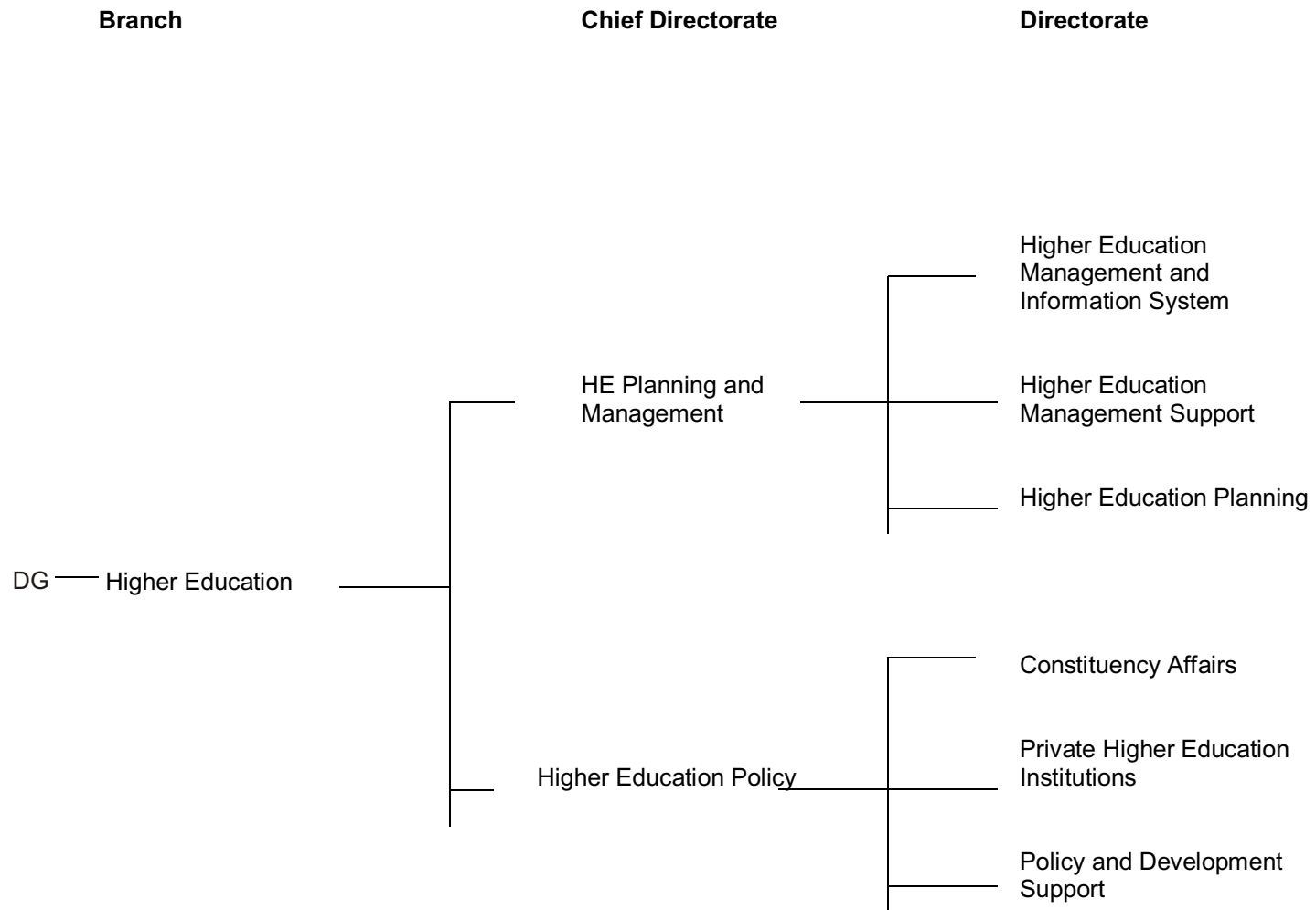
Directorate

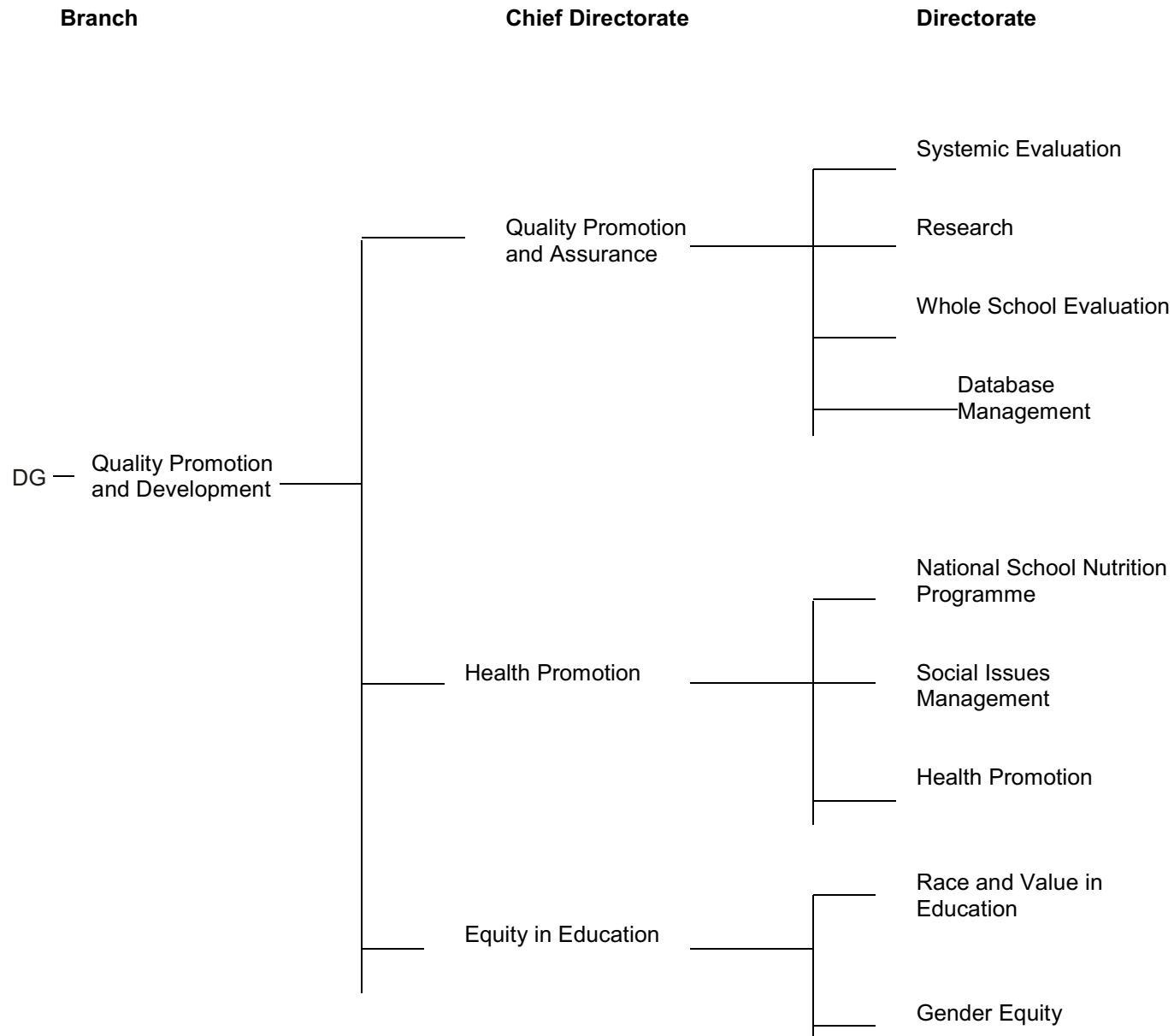




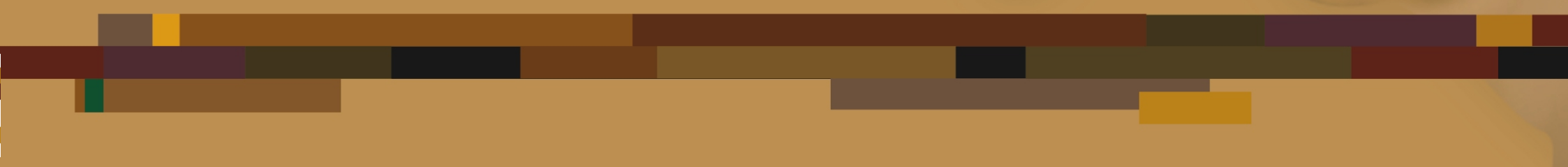








ACRONYMS



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ABET	Adult Basic Education and Training
ACE	Advanced Certificate in Education
ADEA	Association for Development of Education in Africa
ALW	Adult Learners Week
BCEA	Basic Conditions of Employment Act
CASS	Continuous Assessment
CBO	Community Based Organisation
CHE	Council for Higher Education
CTA	Common Tasks for Assessment
DAS	Development Appraisal System
DIT	Data Integration Tool
DoE	Department of Education
ECD	Early Childhood Development
EEA	Educators Employment Act
EFA	Education for All
ELSEN	Education for Learners with Special Education Needs
EMIS	Education Management Information System

FET	Further Education and Training
FETI	Further Education and Training Institution
GETC	General Education and Training Certificate
GET	General Education and Training
HE	Higher Education
HEQC	Higher Education Qualifications Council
HOD	Head of Department
ILD	International Literacy Day
INSET	In-service Training
LiEP	Language-in-Education Policy
LTSM	Learner and Teacher Support Material
MTEF	Medium Term Expenditure Framework
NABABET	National Board for Adult Basic Education and Training
NCS	National Curriculum Statement
NEPAD	New Partnership for Africa's Development
NGO	Non-governmental organization
NPA	National Programme of Action
NPDE	National Professional Diploma in Education

NSA	National Skills Authority
NSFAS	National Student Financial Aid Scheme
NQF	National Qualifications Authority
PAM	Public Administration Measures
PASD	Provincial Administrative Support Directorate
PED	Provincial education department
PFMA	Public Finance Management Act
POA	Programme of Action
PRESET	Pre-service training
RCL	Representative Council of Learners
RPL	Recognition of Prior Learning
SADC	South African Development Community
SACMEQ	Southern African Consortium for Monitoring Education Qualification
SAFCERT	South African Certification Council
SANLI	South African Literacy Initiative
SASA	South African Schools Act
SAQA	South African Qualifications Authority
SC	Senior Certificate

SETA	Sector Education and Training Authority
SGB	School Governing Bodies
SMT	Senior Management Team
WSE	Whole School Evaluation

