

## **Implementation Plan for Tirisano January 2000-December 2004**

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### **Message from the Minister of Education**

As we reach the turn of the century we have the enormous responsibility of providing an educational system which will not only lead to the development of our country and our people, but also one which will allow us to take our place amongst the world's nations as a country which has managed to recover from the depths of despair and depravity.

Whilst we have overcome enormous adversity to achieve our democracy and the opportunity of hope and fulfilment for all South Africans, we should not forget the words of Bertolt Brecht, who wrote in his *Songs of the Soldier of the Revolution*:

*When the difficulty  
Of the mountains is once behind  
That's when you'll see  
The difficulty of the plains will start.*

Our experience of the 20th century in South Africa has been one of negotiating a high mountain, fraught with enormous difficulties. From the pain and triumph of struggle our battle culminated in the extraordinary settlement of 1994, and the victory of our liberation movement, together with the development of a social contract embodied in our new Constitution. As we prepare to enter the new century we face the deceptively flat plains which we know present a new and more serious set of challenges that are likely to be immeasurably more difficult to negotiate.

During the Year 2000 we will start to implement our plans to achieve the nine priorities we set out in our *Call to Action* last July. This Implementation Plan elaborates in more detail what we have to achieve over the coming four and a half years. We believe that the plans reflect what we can realistically expect to achieve in the time we have set ourselves.

This ranges from providing a good quality of accessible education from childhood right through adulthood, to ensuring that we prepare our citizens to be part of a multicultural society with a common set of values of which we can all be proud.

During the Year 2000 we will also make considerable progress in finalising our policies dealing with learners with special needs and early childhood development. As part of my programme, as I have already announced, I will be calling an "Education Parliament" during the year, comprised of all the major education interest groups, in order that we can take stock of what we have achieved, and of the challenges we still need to tackle, perhaps even more vigorously than at present.

All of this will not be possible without the mobilisation and commitment of South Africans from all walks of life. I urge you to join us in the task of developing our education system, our people and our country.

**Professor Kader Asmal**  
**Minister of Education**

### **Foreword by the Director-General**

The people of South Africa have repeatedly demonstrated their belief that education is one of the most important national priorities. In response, the Government has since 1994 begun reconstructing and redefining the education and training system in order that it satisfies the aspirations of all South Africans. The system has undergone significant and extensive restructuring. This is reflected in the new policy and legislative framework that has been established to give effect to the goals and values of the democratic Government, and in the major changes implemented to achieve greater equity in the distribution of resources within education. This has led to significantly positive changes occurring within education institutions. Despite the many changes however, the challenge to make a significant impact on the quality and extent of learning attainment for the majority of our people remains elusive.

The Minister of Education, Professor Kader Asmal, has already begun to respond to this challenge. In his statement: *Call to Action: Mobilising Citizens to build a South African Education and Training System for the 21st Century*, the Minister outlined nine priorities. This statement provides the political mandate for the Department of Education for the next five years. The plan outlined here is a response to this mandate, and to the Minister's charge to build a South African education and training system that is responsive to the demands of the 21st century.

Our specific mandate must be seen within the context of our primary obligation, to ensure that all South Africans have opportunities to pursue educational goals. We have a special commitment to ensure that the vast majority of our people who have been disadvantaged through apartheid are able to succeed in learning of high quality. We will ensure that the public resources that we hold in trust are effectively and efficiently utilised in the pursuit of these goals.

While this implementation plan originates from the Department of Education, and serves mainly to guide the work of the Department, it is firmly rooted to the slogan *Tirisano* (working together), which the Minister has put forward to give effect to his *Call to Action*. While holding ourselves fully accountable to deliver on the Minister's mandate, we will work collaboratively with provincial education departments in pursuing the goals that derive from our concurrent mandate for education delivery as outlined in the Constitution. As we prepare for the new century, we commit ourselves to work with provinces, with other government departments, with education institutions and with civil society to achieve the goals and targets set out in this implementation plan.

The Department of Education therefore commends this plan to all South Africans, and calls upon you to join hands with us, in the spirit of *Tirisano*, as we embark on the important task of seeking its successful implementation.

**Mr Thami Mseleku**  
**Director-General**

## **Introduction**

### **1. Minister's Call to Action**

President Mbeki at the first Cabinet meeting of the new Government posed the question "Is our education system on the road to the 21st century?" The Minister of Education, Professor Kader Asmal, has provided a bold and emphatic answer to this question in his statement - *Call to Action: Mobilising Citizens to build a South African Education and Training System for the 21st Century* - which outlined the Ministry's priorities for the next five years. The Minister has called upon all South Africans, in the spirit *Tirisano*, to join hands with the Ministry and provincial education authorities to attack the most urgent problems in education, in particular:

- the dysfunctional state of many institutions;
- the continuing inequities in terms of basic facilities and learning resources;
- the unacceptably high levels of illiteracy amongst the youth and adults;
- sexual harassment and violence, including crime and drugs; and
- the scourge of HIV/AIDS.

It is clear that unless these problems are addressed we are not likely to succeed in arresting the further erosion of the culture of learning and teaching, and to turn it around so that education and training become, as President Mbeki stated in his inaugural speech in Parliament, the "decisive drivers in our efforts to build a winning nation".

### **2. Context**

The Department of Education's strategic plan for the implementation of *Tirisano*, which is outlined below, has been developed taking into account three contextual factors, namely, the political priorities of the second democratic government which assumed office in June 1999; the framework for the reform of the public service; and the changing nature of public finance management and budgeting.

#### **2.1 Priorities of the Government**

In his State of the Nation address to Parliament on 25 June 1999, President Mbeki set the tone and outlined the critical priorities, which will guide the activities of the Government for the next five years. The President's emphasis on implementation and the need to improve service delivery is the over-riding theme and priority of the new Government. This is captured in the President's compelling vision of "a nation at work for a better life for all".

The President has identified education and training as a critical priority for meeting the broader challenge of creating a democratic and prosperous society. In doing so, the President recognised that much work had already been done and that the emphasis should be on implementing the existing policies and programmes "with a sense of urgency and commitment to their success".

The Government's commitment to improving service delivery flows from the understanding, that although the first five years of the democratic order saw the introduction of irrevocable systemic changes, these have not necessarily had a direct impact on the lives of ordinary people.

The focus on service delivery is clearly aimed at increasing access and improving the quality of education and training provided for the most vulnerable and poor sections of our community. This is a key necessity to enable the marginalised and dispossessed to participate as full citizens in our new democracy and as skilled and productive workers in the economy. The absence of access to reasonable education and training would render the transformation project meaningless. However, although increasing access and improving quality are important and necessary, these are not sufficient to ensure the transformation of the education and

training system.

Transformation requires a fundamental re-assessment and re-thinking of the very basis and foundations of our education and training system. We need to ask whether our education and training system is:

- preparing our people for citizenship and nationhood;
- celebrating the rich diversity and heritage of our people;
- developing the skills and intellectual tools necessary to engage with the rapid changes resulting from the communications and information revolution; and
- introducing innovations in the learning and teaching process based on new technologies.

## **2.2 Public Service Reform**

The Government's commitment to improving service delivery has also led to the introduction of a range of policies and initiatives aimed at transforming the Public Service. The main purpose of the changes, which are outlined in the White Paper on *Batho Pele*, is to improve service delivery by ensuring the accountability of the public service through the establishment of clear targets and performance indicators.

The key challenge that state departments face is to develop plans that explicitly outline management goals and performance indicators, so as to ensure accountability and maximum service delivery.

## **2.3 Budgeting and Public Finance Management**

The budget process and the public finance management framework have also been reformed to enable improved service delivery through the introduction of multi-year budgeting and planning, in line with the Medium Term Expenditure Framework.

The central focus of the budget reforms is the need for an integrated planning framework that links plans, priorities, budgets and implementation targets with clear performance indicators, against which to monitor and assess the achievement of the plans and targets.

## **3. Implementation of the Minister's Priorities**

It is against this backdrop, namely, the need to accelerate service delivery and enhance the accountability of the public service, that the Minister's *Call to Action* and the Department's implementation plan have been developed.

The Minister has identified nine priorities which constitute the basic building blocks for enabling the development of a fully-functioning education and training system that will drive South Africa into the 21st century and contribute to the health and prosperity of the nation. The nine priorities are:

- We must make our provincial systems work by making co-operative government work;
- We must break the back of illiteracy among adults and youths in five years;
- Schools must become centres of community life;
- We must end conditions of physical degradation in South African schools;
- We must develop the professional quality of our teaching force;
- We must ensure the success of active learning through outcomes-based education;
- We must create a vibrant further education and training system to equip youth and adults to meet the social and economic needs of the 21st century;
  
- We must implement a rational, seamless higher education system that grasps the intellectual and professional challenges facing South Africans in the 21st century;
- We must deal urgently and purposefully with the HIV/AIDS emergency in and through the education and training system.

The Minister's nine priorities are derived from the overall policy framework for the transformation of the education and training system to enable all individuals to value, have access to, and succeed in lifelong education and training of good quality. The priorities will contribute to the broader process of social and economic development through focusing on two central goals:

- developing people for citizenship; and
- developing skills for employment.

The underlying policy elements remain as in the first Education White Paper, namely, access, success, quality, equity and redress. However, these elements have to be viewed in the context of the changes since 1994 and within the current needs of the education and training system.

The implementation plan developed below outlines the key objectives that are necessary for successfully achieving the Minister's nine priorities. In line with the public service and budget reforms, it identifies the outcomes and performance indicators against which the Department of Education's success in meeting the objectives can be measured, thus contributing to increased transparency and accountability.

The Minister's nine priorities have been organised into five core programme areas in the implementation plan. These are:

- HIV/AIDS;
- School effectiveness and teacher professionalism;
- Literacy;
- Further education and training and higher education; and
- Organisational effectiveness of the national and provincial departments of education.

The implementation plan identifies the priorities within the five core programmes that will guide the activities of the Department over the next five years. These priorities have necessarily been selective, in keeping with the maxim, "to plan is to choose". This does not mean that the Department will restrict its activities to these priorities. Apart from the fact that the routine maintenance of the system has to continue, there are also important gaps in the policy and implementation framework that are being addressed. In this regard, three aspects need to be highlighted, namely, gender equity, Early Childhood Development (ECD) and Education for Learners with Special Needs (ELSEN). The Department is in the process of developing initiatives around these areas, and it is anticipated that the implementation plan will be adjusted to accommodate the additional priorities that may emerge from these initiatives.

The implementation plan is also contingent on more detailed planning which is necessary to align the human, financial and other resources with the goals and priorities outlined and the targets indicated. In this regard, the Department will continue and intensify the technical work currently underway to bring about an alignment of the available resources with the implementation plan, in conjunction with provincial education departments, provincial treasuries and the Department of Finance. This will also require a concerted effort to mobilise resources through building public/private partnerships such as with the print and broadcast media, and through participation in the recently established Business Trust, in order to ensure that plans are properly costed, and modified, in line with available and potential resources.

However, our most powerful weapon for the success of implementation plan lies in the commitment of all officials, parents, educators, learners and indeed, all South Africans, to the transformation of the education and training system. We ask you, in the spirit of *Tirisano*, to join and work with us as we take the next steps to develop an education and training system that is firmly on the road to the 21st century, and of which we can all be proud.

## **FIVE YEAR IMPLEMENTATION PLAN: 2000 - 2004**

## **Programme 1: HIV/AIDS**

Priority: We must deal urgently and purposefully with the HIV/AIDS emergency in and through the education and training system

### **Project 1: Awareness, information and advocacy**

Strategic Objectives:

- To raise awareness and the level of knowledge of HIV/AIDS among educators, learners and students at all levels and institutions within the education and training system, including departmental employees.
- To promote values, which inculcate respect for girls and women and recognise the right of girls and women to free choice in sexual relations.

Outcomes:

- Increased awareness, understanding, knowledge and sensitivity of the causes of HIV/AIDS, its consequences and impact on individuals, communities and society in general.
- Eradication of non-discriminatory practices against individuals affected by HIV/AIDS.
- Development of HIV/AIDS policy for the education and training system.
- Change of attitude and behaviour towards sexuality including an increased respect for girls and women.

Performance Indicators:

- Myths about HIV/AIDS are eradicated.
- Increased acceptance of the need to practise safe sex.
- Establishment of non-discriminatory practices in all education and training institutions, including departments of education.
- Finalisation of the HIV/AIDS policy.
- Popular material on HIV/AIDS is readily available.
- Visible change of attitude towards girls and women.

### **Project 2: HIV/AIDS within the curriculum**

Strategic Objective:

- To ensure that life skills and HIV/AIDS education are integrated into the curriculum at all levels of the education and training system.

Outcomes:

- Every learner understands the causes and consequences of HIV/AIDS.
- All learners lead healthy lifestyles and take responsible decisions regarding their sexual behaviour.

Performance Indicators:

- Life skills and HIV/AIDS education is integrated across the curriculum.
- Increase in knowledge of, and changed attitudes towards, sexuality and HIV/AIDS among learners.
- Reduction in incidence of HIV/AIDS among learners.

### **Project 3: HIV/AIDS and the education system**

Strategic Objective:

- To develop planning models for analysing and understanding the impact of HIV/AIDS on the education and training system.

Outcomes:

- Plans and strategies to respond to the impact of HIV/AIDS on the sustainability of the education and training system and the human resource needs of the education and training system in particular, and of the country more generally.
- Establishment of care and support systems for learners and educators affected by HIV/AIDS.

Performance Indicators:

- Improved data and planning models are available.
- Impact studies on all aspects related to the education and training system have been initiated and/or completed.
- Responsiveness of national and provincial education plans and strategies to the impact of HIV/AIDS.

## **Programme 2: School Effectiveness and Educator Professionalism**

Priorities:

- Schools must become centres of community life
- We must end conditions of physical degradation in South African schools
- We must develop the professional quality of our teaching force
- We must ensure the success of active learning through outcomes-based education

### **Project 1: Making schools work**

Strategic Objective:

To develop a school system that functions efficiently and effectively to realise the educational and social goals of the country.

Outcomes:

- Public confidence in the school system.
- Improved quality and standards.
- Youth with the values and skills required to engage with the broader society and the world of work.

Performance Indicators:

- All schools are well organised and run, and exhibit order and discipline.
- All schools have rules and regulations that are known and adhered to by both educators and learners.
- All schools are in session and operating for the stipulated number of hours in the school day.
- All schools are in session and operating for the stipulated number of days in the school year.
- All learners and educators attend school daily.
- All learners and educators arrive at school on time.

### **Project 2: Leadership and management**

Strategic Objectives:

- To ensure that all schools have the leadership and management with the vision and sense of purpose to promote and enhance learning and teaching.
- To facilitate the establishment of a leadership development and management training programme for school management teams.
- To facilitate the establishment of a leadership development and management training programme for school management teams.

Outcome:

- All schools have management teams that demonstrate a commitment to the development of a school culture that:
  - engenders and promotes equity;
  - ensures that the school becomes the centre of community life;
  - promotes a common vision of quality learning and teaching;

- sets high standards and expectations for learners and educators; and
- creates a climate that is conducive to learning and the professional growth of the educators.

Performance Indicators:

- All schools have appointed principals and heads of department.
- All schools have a school improvement plan that sets performance targets for management, educators and learners.
- All schools have a clear system for monitoring performance and achievement, including the undertaking by management, in particular the principal, of regular:
  - classroom visits;
  - reviews of learner performance by grade and by subject/learning area;
  - reviews of educator performance;
  - reviews of the school curriculum; and
  - staff meetings to discuss and review educator and learner performance.
- All schools establish appropriate communication channels and structures to ensure timely and effective reports-back to parents and the community about the performance of the school.
- All members of school management teams attend management training and development programmes.

### **Project 3: Governance**

Strategic Objectives:

- To ensure that all schools have governing bodies and all secondary schools have learner representative councils in accordance with the South African Schools Act.
- To create conditions for school governing bodies to share experiences and expertise.
- To facilitate the establishment of training and development programmes for governing bodies and learner representative councils.
- To facilitate the building of national governing body associations.

Outcomes:

- All schools have governing bodies that provide strategic leadership and direction in the development of schools.
- All secondary schools have learner representative councils that enable the active participation of learners in school affairs.
- The establishment of representative national associations of governing bodies that contribute to and participate in the development of schools, including national policy for schools.

Performance Indicators:

- All schools have properly constituted and effectively functioning governing bodies and, in the case of secondary schools, learner representative councils. Effective functioning includes the timely holding of elections.
- Establishment of national associations of governing bodies that represent the voices of all communities.
- All members of governing bodies and learner representative councils attend training and development programmes.
- Materials for the training and development of governing bodies and learner representative councils are developed, published and distributed.

### **Project 4: Status and quality of teaching**

Strategic Objectives:

- To develop a framework for educator development that promotes and enhances the competence and professional skills of all educators.
- To ensure the development of the South African Council for Educators (SACE) as a professional body for educators.
- To implement, in partnership with SACE, the code of conduct that guides the standards of practice and ethics of educators.

Outcomes:

- Improved quality, standards, and learner performance.
- Skilled and motivated educators with a sound knowledge base of their subjects/learning areas and the ability to employ a variety of teaching methods and strategies to maximise learning in different contexts.
- Educators command the respect of learners and the community and provide role models for the moral values and development of learners.

Performance Indicators:

- Finalisation of framework, including norms and standards, for educator development.
- Adoption of code of conduct for educators.
- All educators are participating in educator development programmes.
- There is a significant decrease in the number of unqualified and under-qualified educators.
- There is a significant decrease in the number and frequency of incidents of educator misconduct.
- Incidents of misconduct are dealt with decisively.
- Enhanced status of educators in the community.

### **Project 5: Learner achievement**

Strategic Objective:

- To ensure improved learner performance and attainment.

Outcome:

- All learners meet or exceed national standards established for the different stages of learning.

Performance Indicators:

- Classroom learning time is efficiently and effectively used with all learners and educators in the classroom for the stipulated hours during the school day.
- Learner performance is assessed at regular intervals and feedback is provided to both learners and parents.
- All learners meet national standards, in particular, competence in reading, writing and numeracy skills at grade 3, and at key transitional stages in the learning ladder, namely, grades 3, 6, 9 and 12.
- A culture of non-performance is not tolerated in any school.

### **Project 6: School safety**

Strategic Objective:

- To create a safe and tolerant learning environment that celebrates innocence and values human dignity.

Outcome:

- All schools are free from crime, violence and sexual harassment.

Performance Indicators:

- All schools have adequate physical resources to ensure a basic level of security.
- Community involvement and participation in schools contributes to the development of a safe and secure environment.
- Special programmes are provided for children with problems that could lead to anti-social behaviour.

### **Project 7: School infrastructure**

Strategic Objective:

- To develop a plan for dealing with the infrastructure backlogs in schools.

Outcome:

- All schools meet the minimum physical and infrastructural requirements necessary to establish and support a conducive learning and teaching environment.

Performance Indicators:

- All newly built schools conform to the minimum requirements.
- There is a nationally co-ordinated plan with clear time-lines to deal with backlogs, including the rehabilitation of schools that are in a state of disrepair.

### **Programme 3: Literacy**

Priority: We must break the back of illiteracy among adults and youth in five years

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#### **Project 1: National literacy campaign**

Strategic Objectives:

- To reduce illiteracy through the mobilisation of societal support for a literacy campaign.
- To establish an agency to co-ordinate the development of the literacy campaign, including the:
  - mobilisation of human and financial resources, in particular, voluntary service in support of the campaign;
  - establishment and maintenance of a database of learners and providers;
  - design and development of programmes and materials for use in the campaign;
  - development of training programmes for educators and volunteers;
  - recruitment and servicing of learners; and
  - promotion of a culture of reading.

Outcomes:

- Illiteracy is significantly reduced in five years.
- Active support for and participation in the campaign by a range of participants, including, the community, NGOs, civic and religious organisations, organised business and labour and other state departments and agencies.
- Programmes and learning materials to support the campaign.
- Training programmes for educators and volunteers.
- The enthusiasm for reading is enhanced.

Performance Indicators:

- Literacy agency is established and operational.
- Significant increase in literacy among adults.
- Stakeholder participation in the campaign, including quality voluntary service.
- Programmes and learning materials, including publicity materials, available for all participating in the campaign.
- Adequate number of trained educators to meet the demand.
- Increased community and public involvement in the campaign.

#### **Project 2: System development**

Strategic Objectives:

- To ensure continued development of Adult Basic Education and Training (ABET) in line with the National Qualifications Framework (NQF).
- To implement the Multi-year Implementation Plan for ABET.

Outcome:

- Increased ABET provision in the context of the NQF, leading to the promotion of vertical and horizontal mobility between different levels of the education and training system.

Performance Indicator:

- Achievement of identified targets outlined in the Multi-year Implementation Plan. These include:

- the development and registration of standards for educators;
- the continued development of relevant curriculum for adults;
- the development of adult learning centres which offer quality learning programmes and services;
- the continued development of a management information system and geographic information system for ABET; and
- the development and implementation of a Recognition of Prior Learning (RPL) system.

#### **Programme 4: Further and Higher Education**

Priorities: We must create a vibrant further education and training system to equip youth and adults to meet the social and economic needs of the 21st century

We must implement a rational, seamless higher education system that grasps the intellectual and professional challenges facing South Africans in the 21st century

#### **Project 1: Restructuring of the further education and training and the higher education systems.**

Strategic Objective:

- To develop a national plan that will:
  - establish the overall growth and participation rates for the further education and training (FET) and higher education (HE) systems; and
  - provide a framework for the restructuring and rationalisation of the institutional landscape of the FET and HE systems.

Outcome:

- FET and HE systems that are responsive to national and provincial goals and priorities, including human resource development needs.

Performance Indicators:

- Framework for the rationalisation of institutions is in place.
- Provincial and institutional FET plans and HE institutional three-year plans developed and reviewed annually.
- Draft national plan for the higher education system is finalised.

#### **Project 2: Capacity building**

Strategic Objectives:

- To ensure that appropriate management and governance structures are in place and are effectively functioning in every FET and HE institution.
- To establish training and development programmes for members of governing bodies, management, and other constituencies in FET and HE institutions.

Outcomes:

- Improved relations between members of governing bodies, managers and other constituencies in all institutions.
- Sound institutional management, governance and leadership.

Performance Indicators:

- All governance structures are properly constituted and functioning effectively.
- Clear procedures and criteria for the appointment of members of governing bodies nominated by the Minister or by Members of the Executive Councils (MECs).
- Decrease in Ministerial/MEC interventions to resolve institutional disputes.
- Institutions receive clean bills of health from auditors.

#### **Project 3: Quality enhancement**

Strategic Objectives:

- To develop efficient and effective administrative systems for the senior certificate

examinations.

- To develop the curriculum framework and assessment mechanisms for the FET band, namely, grades 10 to 12.
- To develop a new FET certificate.
- To enhance the quality of learning programmes in FET and HE.

Outcomes:

- Improved learner performance in the senior certificate examination.
- Improved performance and the elimination of corruption in the conduct of the senior certificate examinations.
- Flexible entry and exit requirements that facilitate greater access to higher education.
- Improved employability of graduates.

Performance Indicators:

- Overall matric results improve by at least 5% annually.
- No 'leaks' and theft of examination papers; no sales of examination papers; no docking of marks; no substitution of candidates is reported in any province.
- Introduction of new FET certificate.
- Quality assurance frameworks and mechanisms are established and operational.

#### **Project 4: Private education institutions**

Strategic Objective:

- To establish and strengthen the regulatory mechanisms for the registration of private institutions in the FET and HE systems.

Outcomes:

- Institutions that do not meet the minimum criteria for registration are not allowed to continue operating.
- Improved programme quality.

Performance Indicators:

- All private institutions in the country are registered.
- Quality assurance frameworks and mechanisms are in place.
- Increased public awareness of the regulatory framework leading to a decline in enrolments in unregistered institutions.

#### **PROGRAMME 5: Organisational Effectiveness of the National and Provincial Departments.**

Priority : We must make our provincial systems work by making co-operative governance work

#### **Project 1: Integrated planning and budgeting processes**

Strategic Objectives:

- To develop planning tools to support the policy and budget processes.
- To improve the credibility of budgets.

Outcomes:

- Integrated national and provincial planning frameworks linking policies, priorities, budgets, and implementation targets.
- Greater co-ordination between national and provincial priorities and plans.
- Improved capacity of the provincial departments of education to meet priorities particularly in relation to the development and distribution of learner support materials (LSMs) and infrastructure development.

Performance Indicators:

- Development and effective utilisation of planning tools to support informed management decisions and to assess the impact of alternative policy options.
- Stable, predictable and balanced budgets particularly in relation to the division between personnel and non-personnel expenditure.

- Budget allocations reflect national and provincial priorities.
- Development of plans for the supply of learner support materials and for infrastructure development, including backlogs and the rehabilitation of schools.

### **Project 2: Monitoring, evaluation and accountability**

Strategic Objective:

- To establish monitoring and evaluation mechanisms that enable the assessment of the performance of the education and training system, including the impact of implementation plans and strategies.

Outcome:

- Improved and transparent monitoring and evaluation systems that enable greater accountability of all levels of the system to parents, the community and society in general.

Performance Indicators:

- Regular reports on the performance of the system.
- Annual publication of agreed performance indicators for all levels of the system.
- Ongoing review and revision of plans and strategies.

### **Project 3: Systems development and co-ordination**

Strategic Objective:

- To ensure that integrated and functional administrative and management systems are established to support the policy, planning, budget and implementation processes.

Outcome:

- Improved implementation capacity and improved service delivery.

Performance Indicators:

- Audit of administrative and management systems are completed.
- New and/or revised systems are developed and implemented where necessary.
- Procurement procedures established and operational.
- Increased accountability for timely delivery.
- Increased citizen satisfaction.

### **Project 4: Organisational restructuring and human resource development strategy**

Strategic Objective:

- To ensure the development of appropriate organisational and human resource capacities in the national and provincial departments in the context of co-operative governance.

Outcomes:

- Organisational structures that facilitate the implementation of national and provincial plans and strategies.
- Competent, well-motivated and performance-driven staff with a commitment to achieving high levels of professionalism.

Performance Indicators:

- National and provincial departments co-operate and work together and the national department provides timely and relevant support to the provincial departments.
- There are appropriate staffing levels for key functions and the combined human resource capacity of all departments is above the minimum threshold required for functionality.
- Clear policies for staff recruitment, development and utilisation are in place. In particular, no vacancies are kept for longer than necessary and acting positions are reduced, both in time and number.
- Staff are satisfied with their work environment.
- There is a generally perceived improvement in staff performance.

## **Programme of Implementation 2000-2001**

### **Programme 1: HIV/AIDS**

Priority: We must deal urgently and purposefully with the HIV/AIDS emergency in and through the education and training system

| <b>Project</b>                      | <b>Strategic Objectives</b>  | <b>Activities</b>  | <b>Outputs</b>  | <b>Time Frames</b>                           |
|-------------------------------------|--|--|---|--|
| Awareness, information and advocacy | <ul style="list-style-type: none"> <li>o To raise awareness and the level of knowledge of HIV/AIDS among educators, learners and students at all levels and institutions within the education and training system, including departmental employees.</li> <li>o To promote values, which inculcate respect for girls and women and recognise the right of girls and women to free choice in sexual relations.</li> </ul> | <ul style="list-style-type: none"> <li>o Developing popular version of the education policy on HIV/AIDS.</li> <li>o Developing information materials on HIV/AIDS targeted at all learners.</li> <li>o Workshops on genders sensitivity.</li> </ul>                   | <ul style="list-style-type: none"> <li>o Copies of HIV/AIDS policy distributed to all education and training institutions.</li> <li>o Information materials available in all education and training institutions.</li> <li>o Gender sensitivity part of all learning programmes.</li> </ul> | February 2000                                |
|                                     |  |  |   | October 2000                                 |
|                                     |  |  |   | Ongoing, starting October 2000               |
| HIV/AIDS within the curriculum      | <ul style="list-style-type: none"> <li>o To ensure that life skills and HIV/AIDS education are integrated into the curriculum at all levels of the education and training system.</li> </ul>   | <ul style="list-style-type: none"> <li>o Developing and distributing learning and teaching materials on sexuality and HIV/AIDS.</li> <li>o Facilitating the training of educators to integrate life skills and sexuality education within the curriculum.</li> </ul> | <ul style="list-style-type: none"> <li>o Materials for primary schools.</li> <li>o Educators trained to facilitate life skills and sexuality education.</li> </ul>  | June 2000<br><br>Ongoing, starting June 2000 |
| HIV/AIDS and the education system   | <ul style="list-style-type: none"> <li>o To develop planning models for analysing and understanding the impact of HIV/AIDS on the education and training system.</li> </ul>  | <ul style="list-style-type: none"> <li>o Initiating research and develop planning tools on the impact of HIV/AIDS on the education and training system.</li> <li>o Developing</li> </ul>   | <ul style="list-style-type: none"> <li>o National plan to deal with the impact of HIV/AIDS on the education and training system.</li> <li>o Impact studies.</li> <li>o Reliable statistical</li> </ul>  | December 2000                                |
|                                     |  |  |   | December 2000                                |
|                                     |  |  |   | July 2000                                    |

care and support systems for educators and learners affected by HIV/AIDS.

database on the impact of HIV/AIDS.

**Programme 2: School Effectiveness and Educator Professionalism.**

Priorities:

Schools must become centres of community life.

We must end conditions of physical degradation in South African schools

We must develop the professional quality of our teaching force

We must ensure the success of active learning through outcomes-based education

| <b>Project</b>            | <b>Strategic Objectives</b>   | <b>Activities</b>  | <b>Outputs</b>   | <b>Time Frames</b>  |
|---------------------------|---|--|--|---|
| Making schools work       | <ul style="list-style-type: none"> <li>o To develop a school system that functions efficiently and effectively to realise the educational and social goals of the country. To develop a school system that functions efficiently and effectively to realise the educational and social goals of the country.</li> </ul>                   | <ul style="list-style-type: none"> <li>o Developing an evaluation instrument for measuring school performance.</li> <li>o Developing minimum guidelines/norms on record to be kept by schools.</li> <li>o Monitoring attendance trends.</li> </ul>   | <ul style="list-style-type: none"> <li>o Whole school evaluation instrument.</li> <li>o Guidelines/norms on records to be kept by schools.</li> <li>o Quarterly reports on school attendance trends.</li> </ul>  | <ul style="list-style-type: none"> <li>June 2000</li> <li>April 2000</li> <li>June 2000 (thereafter every three months)</li> </ul>            |
| Leadership and management | <ul style="list-style-type: none"> <li>o To ensure that all schools have the leadership and management with the vision and sense of purpose to promote and enhance learning and teaching.</li> <li>o To facilitate the establishment of leadership development and management training programmes for school management teams.</li> </ul> | <ul style="list-style-type: none"> <li>o Ensure that all schools have permanently appointed principals and heads of department.</li> <li>o Developing training programmes and materials for school management teams.</li> <li>o Developing induction programmes and material for new principals.</li> <li>o Strengthening support</li> </ul> | <ul style="list-style-type: none"> <li>o All permanent principal and head of department posts filled.</li> <li>o All school management teams attend training programmes.</li> <li>o All new school principals attend induction programmes.</li> <li>o Training materials for school management teams and principals available for</li> </ul> | <ul style="list-style-type: none"> <li>December 2000</li> <li>April 2000</li> <li>Ongoing, starting March 2000</li> <li>March 2000</li> </ul> |

|                                |  |  |   |                              |
|--------------------------------|--|--|---|------------------------------|
|                                |  | structures for principals in the provinces.  | distribution.<br>o Establishment of support structures for principals in provinces.   | December 2000                |
| Governance                     | <ul style="list-style-type: none"> <li>o To ensure that all schools have governing bodies and all secondary schools have learner representative councils in accordance with the South African Schools Act.</li> <li>o To facilitate the establishment of training and development programmes for governing bodies and learner representative councils.</li> <li>o To facilitate the building of national governing body associations.</li> </ul> | <ul style="list-style-type: none"> <li>o Facilitating the timely elections of new governing bodies in all schools.</li> <li>o Ensuring that learner representative councils are established in all secondary schools.</li> <li>o Developing training programmes and materials for members of governing bodies and learner representative councils.</li> <li>o Establishing mechanisms to support the development of national governing body associates.</li> </ul> | <ul style="list-style-type: none"> <li>o All schools have functioning governing bodies.</li> <li>o All secondary schools have functioning learner representative councils attend training programmes.</li> <li>o All members of school governing bodies and learner representative councils attend training programmes.</li> <li>o Representative national associations of governing bodies established.</li> </ul> | June 2000                    |
|                                |  |  |   | June 2000                    |
|                                |  |  |   | Ongoing, starting March 2000 |
|                                |  |  |   | June 2000                    |
| Status and quality of teaching | <ul style="list-style-type: none"> <li>o To develop a framework for educator development that promotes and enhances the competence and professional skills of all educators.</li> <li>o To ensure the development of the South African Council for Educators (SCE) as a professional body for educators.</li> <li>o To implement, in partnership</li> </ul>  | <ul style="list-style-type: none"> <li>o Developing a policy framework for educator development.</li> <li>o Developing programmes for educator development.</li> <li>o Developing a framework on the role of SACE as a professional body for educators.</li> <li>o Implementing the educator appraisal system.</li> </ul>  | <ul style="list-style-type: none"> <li>o Norms and standards for educator development.</li> <li>o White paper on educator development.</li> <li>o Upgrading of unqualified and under-qualified educators.</li> <li>o Educators trained to implement curriculum 2005.</li> <li>o Policy on the role of SACE and the amendment of the appropriate</li> </ul>  | February 2000                |
|                                |  |  |   | April 2000                   |
|                                |  |  |   | Ongoing, starting March 2000 |
|                                |  |  |   | Ongoing                      |
|                                |  |  |   | February 2000                |

|                       |  |  |  |  |
|-----------------------|--|--|--|--|
|                       | with SACE, the code of conduct that guides the standards of practice and ethics of educators.            |  | legislation.<br>o Ongoing educator appraisal.<br>o National Teacher Awards.  | March 2000   |
|                       |  |  |  | November 2000  |
| Learner achievement   | o To ensure improved learner performance and attainment.   | o Developing systems to support and ensure the implementation of regular class tests and trial examinations.<br>o Developing assessment instruments for measuring national standards at the end of grades 3, 6 and 9.<br>o Review of Curriculum 2005 and OBE   | o Regular assessment of learner performance.<br>o Reports on learner performance in grades 3, 6 and 9.<br>o Report on the implementation of Curriculum 2005 and OBE.<br>o Development of plan based on the recommendations of Curriculum 2005/OBE report.                                  | Ongoing, starting April 2000<br>December 2000<br><br>February 2000<br><br>May 2000 |
| School safety         | o To create a safe and tolerant learning environment that celebrates innocence and values human dignity. | o Initiate safe schools campaign, including awareness of violence, drugs and sexual harassment of girls and women, in conjunction with the community, NGOs, private sector and other relevant government departments.<br>o Developing a fencing programme for targeted schools.<br>o Developing school access policy/regulations | o Safe schools project in all schools.<br>o Inter-governmental co-operation, in particular, establishing links between schools and police stations.<br>o Partnerships between schools and business.<br>o Regulations on access to schools by teachers, students and members of the public. | March 2000<br><br>Ongoing<br><br>June 2000<br><br>April 2000                       |
| School infrastructure | o To develop a plan for dealing  | o Detailed analysis of the   | o Report on the current and  | February 2000  |

|  |   |  |   |
|--|---|--|---|
| with the infrastructure backlogs in schools. | infrastructure backlogs, including the financial implications.<br>o Formulation of a capital development plan, including targeted interventions for the rehabilitation of schools that are in a state of disrepair.<br>o Mobilising resources.<br>o Developing alternative models for infrastructure development. | projected investment requirements for dealing with the backlogs.<br>o Capital development plan.<br>o Plan for the rehabilitation of schools in targeted areas.<br>o Public/private partnerships for school building and infrastructure development | March 2000<br><br>March 2000<br><br>Ongoing, starting June 2000 |
|--|---|--|---|

### Programme 3: Literacy

Priority: We must break the back of illiteracy among Adults and Youth in five years

| Project           | Strategic Objectives  | Activities  | Outputs  | Time Frames                                  |
|-------------------|---|---|--|--|
| Literacy Campaign | <ul style="list-style-type: none"> <li>o To reduce illiteracy through the mobilisation of societal support for a literacy campaign.</li> <li>o To establish an agency to co-ordinate the development of the literacy campaign, including the: - Mobilisation of human and financial resources, in particular, voluntary service in support of the campaign; -establishment and maintenance of a database of learners and providers; -Design and development of</li> </ul> | <ul style="list-style-type: none"> <li>o Developing proposal for the establishment of the literacy agency.</li> <li>o Developing plan for the literacy campaign.</li> <li>o Mobilising resources for the literacy agency and the campaign.</li> <li>o Initiate a voluntary service.</li> <li>o Facilitate the development of learning materials and training programmes for educators and volunteers.</li> <li>o Develop plan for recruitment of learners and community support.</li> <li>o Mobilising</li> </ul> | <ul style="list-style-type: none"> <li>o Literacy agency established and operational.</li> <li>o Literacy campaign, plan, including resource requirements.</li> <li>o Training and Development programmes.</li> <li>o Initial programme developed and first group of volunteers ready to go to the field.</li> <li>o Public and private partnership, including interdepartmental co-operation.</li> <li>o Enthusiasm for reading is enhanced.</li> </ul> | March 2000                                   |
|                   |   |   |  | April 2000                                   |
|                   |   |   |  | Ongoing, starting February 2000<br>June 2000 |
|                   |   |   |  | Ongoing                                      |
|                   |   |   |  | Ongoing                                      |

programmes and materials for use in the campaign;  
 -development of training programmes for educators and volunteers;  
 -Recruitment and servicing of learners; and  
 -Promotion of a culture of reading resources.

|                    |   |   |                             |         |
|--------------------|---|---|-----------------------------|---------|
| System Development | o To ensure continued development of ABET in line with the NQF. | o Implementing the Multi-year Plan.   | o Increased ABET provision. | Ongoing |
|                    | o To implement the Multi-year Implementation Plan for ABET      | o Identifying and mobilising resources to support the Multi-year Plan, such as the Skills Development Fund. | o Growing ABET budget       | Ongoing |

#### **Programme 4: Further and Higher Education**

Priorities:

We must create a vibrant further education and training system to equip youth and adults to meet the social and economic needs of the 21<sup>st</sup> century.

We must implement a rational, seamless higher education system that grasps the intellectual and professional challenges facing South Africans in the 21<sup>st</sup> century.

| <b>Project</b>  | <b>Strategic Objectives</b>  | <b>Activities</b>  | <b>Outputs</b>   | <b>Time Frames</b> |
|---|--|--|--|--------------------|
| Restructuring of the further education and training and the higher education system | o To develop a national plan which will: - establish overall growth and participation rates for the FET and HE systems; and -provide a framework for the restructuring and rationalisation of the institutional landscape of the FET and HE systems. | o Development of annual provincial FET plans and review reports.                     | o Provincial and institutional plans for FET.                  | Annual             |
|   |  | o Development of three-year plans by HE institutions.                                | o Public FET colleges rationalised.                            | Ongoing            |
|   |  | o Institutional visits to HE institutions to discuss their plans.                    | o FET management information and statistical reporting system. | December 2000      |
|   |  | o Developing a national plan for higher education.                                   | o HE institutional three-year plans.                           | Annual             |
|   |  | o Implementing the framework for the incorporation of Colleges of Education into the | o Draft national higher education plan.                        | June 2000          |
|   |  | o All Colleges of Education incorporated into the higher education system.           | January 2001   |                    |
|   |  | o New HE   |  |                    |

|                     |  |   |   |  |
|---------------------|--|---|---|--|
|                     |  | higher education system.<br>o Developing a new goal-oriented and performance related funding formula for higher education.<br>o Developing a new management information and statistical reporting systems to support planning in FET and HE.  | funding formula.<br>o Student and staff components of HE management information and statistical reporting system.   | March 2001<br><br>May 2000   |
| Capacity Building   | o To ensure that appropriate management and governance structures are in place and are effectively functioning in every FET and HE institution.<br>o To establish training and development programmes for members of governing bodies, management and other constituencies of FET and HE institutions      | o Facilitating training and development programmes for institutional governance structures in FET and HE institutions.  | o Training programme for FET governing body members, management and other constituencies.<br>o Training programme for HE Council members, management and other constituencies.  | Ongoing, starting January 2000<br><br>Ongoing, starting March 2000                       |
| Quality enhancement | o To develop efficient and effective administrative systems for the senior certificate examinations.<br>o To develop the curriculum framework and assessment mechanisms for the FET band i.e. grades 10 to 12.<br>o To enhance the quality of learning programmes in FET and HE.<br>o To develop a new FET | o Improving the monitoring and reporting mechanisms for the senior certificate examination.<br>o Investigating the feasibility of establishing a national Matric examination.<br>o Developing and piloting of curriculum in Grade 10.<br>o Preparing educators for implementing the curriculum in | o Reports on conduct of examinations.<br>o Reliable Matric results.<br>o Report on the feasibility of a national Matric examination.<br>o Educator development programme for curriculum 2005.<br>o General and Further Education and Training Quality Agency established. | Annual<br>Annual<br>June 2000<br><br>Ongoing, starting January 2000<br><br>December 2000 |

certificate.  
 grade 10.  
 o Developing learner support programmes for grade 12.  
 o Developing framework for quality assurance for general and further education and training.

|                                |  |  |  |   |
|--------------------------------|--|--|--|---|
| Private Education Institutions | o To establish and strengthen the regulatory mechanisms for the registration of private institutions in the FET and HE system. | o Developing criteria for the registration of private FET institutions.<br>o Reviewing and revising the criteria for the registration of private HE institutions.<br>o Creating a database of private FET and HE institutions.<br>o Creating public awareness of registration processes and registered institutions. | o Criteria for registration of FET institutions.<br>o Revised criteria for registration of HE institutions.<br>o Database of private FET institutions.<br>o Database of private HE institutions.<br>o Publicity materials for HE | December 2000<br>May 2000<br>February 2001<br>May 2000<br>Ongoing |
|--------------------------------|--|--|--|---|

**Programme 5: Organisational Effectiveness of the National and Provincial Departments**

Priority: We must make our provincial systems work by making co-operative governance work

| Project                                     | Strategic Objectives  | Activities   | Outputs  | Time Frames   |
|---|---|--|--|---------------|
| Integrated planning and budgeting processes | o To develop planning tools to support the policy and budget processes.<br>o To improve the credibility of budgets. | o Developing mechanisms for integrating national and provincial plans and alignment of budgets.  | o Effective planning tools institutionalised and operational.  | December 2001 |
|   |   | o Facilitating strategic planning in the provincial departments, in particular, plans for learner support materials and projects linked to conditional | o Provincial strategic plans.  | June 2000     |
|   |   |  | o Provincial plans for learner support materials for 2001.   | June 2000     |
|   |   |  | o Integrated provincial plans for conditional grants.<br>o Credible and reliable data for planning and | April 2000    |

|  |  |  |   |   |
|--|--|--|---|---|
|  |  | <ul style="list-style-type: none"> <li>grants.</li> <li>o Facilitating the development of appropriate information and data systems to support the planning and budgeting process in the provinces.</li> <li>o Monitoring of provincial budgets and expenditure trends.</li> <li>o Strengthening the national and provincial structures dealing with planning and budgeting matters.</li> </ul> | <ul style="list-style-type: none"> <li>budget purposes.</li> <li>o Report s on budget and expenditure trends as part of sector report.</li> <li>o Improved communications and regular meetings between national and provincial education departments and treasuries.</li> </ul> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>                            |
| Monitoring, evaluation and accountability                            | <ul style="list-style-type: none"> <li>o To establish monitoring and evaluation mechanisms that enable the assessment of the performance of the education and training system, including the impact of implementation plans and strategies.</li> </ul> | <ul style="list-style-type: none"> <li>o Developing monitoring and evaluation instruments, in particular, performance indicators.</li> </ul>   | <ul style="list-style-type: none"> <li>o Regular reports on the performance of the education and training system.</li> <li>o Annual publication of agreed performance indicators.</li> </ul>  | <p>Annually, starting July 2000</p> <p>Annually, starting July 2000</p> |
| Systems Development and Co-ordination                                | <ul style="list-style-type: none"> <li>o To ensure that integrated and functional administrative and management systems are established to support the policy, planning, budget and implementation process.</li> </ul>                                 | <ul style="list-style-type: none"> <li>o Facilitating audit of provincial administrative and management systems, including capacity for policy management and implementation and procurement procedures.</li> </ul>  | <ul style="list-style-type: none"> <li>o Audit reports and business plans for strengthening existing and establishing new administrative and management systems.</li> <li>o Working systems and processes, including procurement procedures.</li> </ul>                         | <p>June 2000</p> <p>December 2001</p>                                   |
| Organisational Restructuring and Human Resource Development Strategy | <ul style="list-style-type: none"> <li>o To ensure the development of appropriate organisational and human resource</li> </ul>   | <ul style="list-style-type: none"> <li>o Skills audit of national and provincial departments.</li> <li>o Review of national and</li> </ul>   | <ul style="list-style-type: none"> <li>o Reports on national and provincial skills audits.</li> <li>o National and provincial human</li> </ul>  | <p>August 2000</p> <p>March 2001</p>                                    |

capacities in the national and provincial departments in the context of co-operative governance.

provincial organisational structures.  
o Developing and strengthening human resource policies, in particular, performance management.

resource development plans, including clear policies on staff recruitment, development, utilisation and retention.  
o Performance contracts with clearly defined job descriptions and performance indicators for all staff.  
o National and provincial organisational structures that facilitate policy implementation and service delivery.

April 2001

December 2001

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