education

Department:
Education
REPUBLIC OF SOUTH AFRICA

Strategic Plan

Statement of Policy and Commitment by the Minister of Education

2005 - 2010

education

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Education
REPUBLIC OF SOUTH AFRICA

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Pretoria

ISBN 1-920054-86-3

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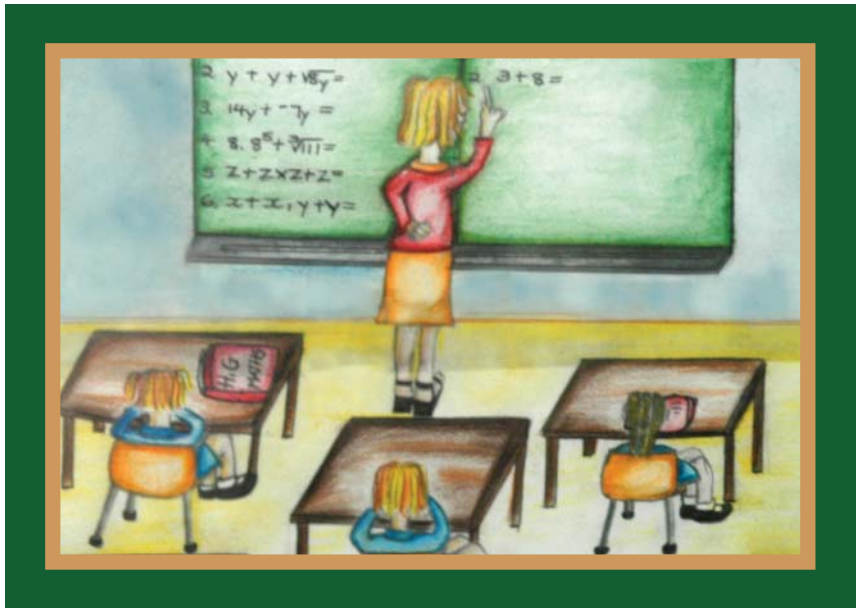
Quality Education for All

Strategic Plan



Incorporating plans for 2005/6 – 2007/8 and operational plans for 2005/6

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1. STATEMENT BY THE MINISTER OF EDUCATION

Ms Naledi Pandor, MP
Minister of Education

In 2004 our first decade of freedom was celebrated with a positive sense of confidence.

The education sector has achieved a great deal in ten years of freedom. Thousands of our teachers are now better qualified, proactive school nutrition programmes ensure that young learners do not go hungry at school, our participation rates are comparable to those in industrial countries, more girls than boys participate in secondary school, and girls do better than boys in key competency tests. Early childhood development and Grade R programmes have been significantly expanded, and the backlogs in infrastructure have been aggressively reduced – in fact, the substantial sum of R459 million invested in 1999 rose to R3,5 billion in 2004/5.

This list of achievements could go on indefinitely. In the year 2005 there will be more progress in implementing our programmes for change and development.

The year 2005 is also the year in which we celebrate the fiftieth anniversary of the Freedom Charter, which was adopted at the people's congress held in Kliptown in 1955. The Freedom Charter proclaimed that "the doors of learning and culture shall be open to all". This is a commitment that is acutely valid today. In response to the Charter celebrations, we will develop programmes in all our education institutions to commemorate this historic South African achievement.

The second decade of freedom is one in which we must consolidate the gains we have made since 1994. Policy must be directed at improving outcomes, at stimulating innovation and change, at strengthening responsiveness and at addressing those areas of education that have so far received inadequate attention. We now know much more about our needs. Skills development and access to science and technology stand out as key focus areas. Increasingly, our attention is drawn to the need for skills beyond our education institutions. We can no longer neglect the workplace and industry and the other sectors that offer opportunities for work and entrepreneurship.

Ten years of remarkable progress in increasing access and resource provision have created room for greater attention to neglected aspects of the curriculum, such as the arts, music and sport. We have achieved outstanding results in teacher development programmes. Our programme for addressing poor qualification levels has succeeded beyond our wildest expectations.

In the next five years we will have to build on this record by working to enhance the professional status of teaching. Teachers should be recognised as pivotal to quality education. In fact, quality education will have to be the driving force behind everything we do in this decade.

Quality education means we must have enough classroom space for all our children. We must ensure that our schools have clean water, electricity and sanitation. We cannot allow infrastructural inadequacies to persist for another decade. We must mobilise all our national, provincial and local resources to this end.

The education sector needs to develop a passion for quality education in order to tackle the key challenges that we face.

First, we need to re-imagine and re-invent our public colleges for further education and training. This will mean more than just merging the colleges and their campuses. It will involve the reorientation of administrative, governance, management, teaching and academic support systems, as well as massive investment in teaching and learning resources and equipment, at these colleges.

Second, we will consolidate the achievements made in improving the number of qualified teachers in our system. Furthermore, we will explore the factors contributing to improvements in teacher allocation and utilisation patterns, and will identify best practice at provincial level. This will enable us to improve the allocation of teaching resources, particularly in the key subjects of our new curriculum in schools in our country.

Third, we will strengthen the monitoring and evaluation of learner performance, institutional functionality and system achievement in terms of local, national and global development goals. We will ensure that all projects and programmes are better designed to contribute to the transformation agenda that this Government has set itself.

As a result of emerging priorities, a realignment of planned programmes and interventions has taken place. This means that some interventions indicated in the Strategic Plan 2004 – 2006 have been changed to meet the needs of these emerging priorities. The impact of interventions and any changes to published plans will be more extensively reported in the forthcoming annual report of the Department of Education.

I wish to commend this Strategic Plan for 2005-9 to Parliament and to the people of South Africa. This plan outlines our key areas of focus for the next five years and indicates to all participants in the education enterprise what we will do to ensure that our goals of quality education for all are achieved.

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, negotiation and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.

2. The National Education Policy Act (NEPA) (1996) was designed to inscribe in law the policies, as well as the legislative and monitoring responsibilities, of the Minister of Education and 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 to collaborate in developing a new education system. As such, it provides for the formulation of national policies in general and further education and training for, *inter alia*, curriculum, assessment and language policy, as well as 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 makes schooling compulsory for children aged 7 to 14. It provides for two types of schools — independent schools and public schools. The provision in the Act for democratic school governance through school governing bodies, is now in place in public schools country-wide. The school funding norms, outlined in SASA, prioritise redress and target poverty with regard to the allocation of funds for the public schooling system.

4. The Further Education and Training Act (1998), Education White Paper 4 on Further Education and Training (1998), and the National Strategy for Further Education and Training (1999-2001). The latter provides the basis for the development of a nationally 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 on Higher Education (CHE), which advises the Minister, while being responsible for quality assurance and promotion. The Higher Education Act and Education White Paper 3 on Higher Education (1999) formed the basis for the transformation of the higher education sector via an institutional planning and budgeting framework. This culminated in the National Plan for Higher Education in 2001.

6. A whole spectrum of legislation, including the Employment of Educators Act (1998), to regulate 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 — 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 young and adult learners.

9. Curriculum 2005 (C2005) embodies the vision for general education to move away from a racist, apartheid, rote model of learning and teaching, to a liberating, nation-building and learner-centred outcomes-based initiative. In line with the training strategies, the reformulation is intended to allow greater mobility between different levels and between institutional sites, and to promote the integration of knowledge and skills through learning pathways. Its assessment, qualifications, competency and skills-based framework encourage the development of curriculum models which 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 enable the inclusion of vulnerable learners and reduce the barriers to learning through 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.

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.

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Mr Duncan Hindle
Acting Director-General

4. INTRODUCTION

Our vision of an education and training system where all our people will have access to quality life-long education and training derives from Government's aim to ensure that quality education for all is achieved in the forthcoming decade. The year 2005 marks the start of the second decade of freedom. This decade will prove to be one in which many of the challenges experienced in the first decades of freedom will be overcome, in which the human development and transformation goals of our country will be met. The priority areas for action in the education system are presented in the following pages, incorporating existing and emerging strategic priorities, as identified through the Government Programme of Action, the vision of the Minister of Education, and key developments in the education and training sector.

Much has been achieved in recent years, and in different sectors, making Government's vision of a better life for all a reality for thousands in our country. The institutional, legislative and policy reform process started with the advent of the democratic dispensation, has yielded results ranging from the consolidation of fragmented systems, to the evidence of extensive interaction between diverse learners in our education institutions (an outlawed phenomenon in the last decades of our country's history). We have witnessed the improved participation of learners who would otherwise not have been at school, and in tertiary institutions, through innovative developmental policies and legislation such as fee exemptions and the National Students Financial Aid Scheme. There is improved participation in Mathematics, Science and Technology at all levels in the system, and we have transformed the curriculum. New administrative, management and democratic governance systems have been introduced at institutional level in the education system, and we have seen massive gains in improving teacher qualifications. However, some of the achievements that have been made seem dwarfed by the realities of the historical inequities we inherited. As well as these historical challenges facing the education and training system, new and emerging challenges created by the dynamic nature of the world we live in, and the needs of an emerging democratic state, will cause us to require considerable resources to enable the successful reform of the system in the coming years. Successful reform of the system for learners, educators and parents will mean that we will have to take the focus of our interventions to the institutional and even the classroom level. Sustained support will be directed to those institutions which are most in need.

Partnerships will be crucial in the area of skills development, especially for young people and adults requiring basic education and training. Government's social cluster ensures that these challenges are dealt with in an integrated fashion, with the emphasis on better service delivery to the public. As a result, many of the programmes outlined in the strategic plan for the next few years will involve partnerships with other public and private sector entities and agencies as well as non-governmental organizations. Such partnerships will need to assist in he ultimate achievement of our goals, and will be focused on advocacy for our priorities, implementation support for our programmes, and enabling sustainable outcomes for learners in the education system.

Quality education for all

This will be the cornerstone of all developments in education over in the next five years. A particular priority will be on creating better conditions for learning, improving the quality of teaching, the recapitalisation of FET Colleges as a key instrument for skills development, and strengthened monitoring and evaluation in the system. Interventions in these key areas have been consolidated into broad priorities in line with Government's development priorities of dealing with poverty, expanding employment, and human resource development, especially in scarce skills areas. Many of these priority areas are cross-cutting, and include the need for strengthening institutional reform. This relates to attributes which may be tangible (such as equipment and material resources) or intangible (such as an adherence to constitutional values), and these are also highlighted in the various interventions described in the strategic plan.

In ensuring quality education for all, all sectors will be examined so as to consolidate and strengthen achievements, highlight innovations and review and adjust the areas where there are gaps in implementation and provision. The focus in the next five years will be how education serves as a vehicle for achieving social, human and economic equity and development in our country. More attention will be paid to whether the learners and graduates from all sectors in our system exhibit the knowledge, skills and attitudes that are our Constitution and society demands. A sustained effort will be made by the Department of Education to make more children read, to become better in their home language, as well as in English. Multilingualism will be strengthened, and fostering a culture of reading will enable the necessary cognitive skills to be better acquired by learners, which will improve their overall performance in the classroom.

Infrastructure development

The conditions under which learning and teaching takes place in our system occurs is a priority of government. While we never simply equate good resources to educational quality, it is clear that the provision of water, sanitation and adequate infrastructure will improve the performance of learners particularly in rural and poor areas. The elimination of the phenomenon of "learners under trees" is but a start, and the number of learners in unsuitable conditions will be drastically reduced through our interventions in coming years. Transportation, hostels and temporary accommodation will be used in innovative combinations to develop sustainable alternatives to existing challenges in infrastructure development.

Restoring the professional integrity and status of teachers

Teachers are one of the key resources in the education system which hold promise for increased access to quality. Under the banner of "investing in our teachers", five key strategic areas for intervention have been identified for intervention. The first is to rapidly deepen our knowledge of the teaching service, conditions, sources of motivation, and profile. Secondly, we plan to finalise and implement a national framework for initial teacher education and for continuing professional development. Thirdly, we will focus on supplying the critical skills teachers need in their work and in strategic areas, including languages, mathematics, science and technology. Fourthly, we will use the relationship between conditions of employment of teachers, including performance related pay and incentives, to improve on the impact of such measures in the system. Finally, we will develop and implement an accountability system, so as to ensure the attainment of learning outcomes. In all these issues, the Department of Education will lead by deploying its own resources, marshalling external resources, especially within Higher Education institutions, and monitoring implementation at all levels. The role of districts and other levels in facilitating professional development and improving performance will however be crucial in this task.

Skills development through the revitalization of FET Colleges

The third major area of intervention will be in the area of skills development, particularly through the public FET Colleges. Research within and outside the system has begun to point to gaps in our approach to skills development, and it is clear that there are steps we need to take better match the needs of the labour market to the skills developed in our FET Colleges. In the coming years, we will focus on the restructuring and transformation FET Colleges, including a reform and re-alignment of all programmes, to respond to the intermediate skills needs of the country. The FET College system will be differentiated, according to national and provincial priorities, and the programme mix in the colleges will be shifted towards a more responsive model. This has implications for administration, governance, management, and funding in the sector, which will be created as a distinct set of institutions, different from schools in terms of purpose and form, and in their contribution to human development in our country.

Our challenge in the next five years will be to ensure that the targeted increases in participation are meaningful and translate into improved throughput and graduation rates. In addition, we will have to provide appropriate student support systems that will contribute to sustainable skills development, particularly in the scarce skills areas of Mathematics, Science and Technology. The level of effort and urgency with which this intervention is tackled requires a strengthened approach to resourcing and planning for the sector. The Department of Education will lead the systemic development of the FET colleges, with support from Government and the private sector. This intervention will ensure a coherent qualifications framework, and the development of programmes which will bridge those offered by schools and by higher education institutions. In this way, we will secure the future of many young and adult learners who wish to continue with education after completing basic education, and those who wish to continue with adult education and training in a conducive and flexible learning environment.

Adult Basic Education and Training

Literacy levels are of great concern, particularly for young adults who drop out of school. Adult Basic Education and Training (ABET) will therefore receive dedicated attention. This will include the expansion of the current ABET learnerships, particularly for participants on government's Expanded Public Works Programme, and collaboration with other partners involved in ABET provision to increase the number of Public Adult Learning Centres in the country. We will enter into partnerships with other agencies to ensure that on-site literacy and basic education programmes are improved and strengthened in all parts of the country. Where appropriate, ICTs will be utilised to ensure maximum access to ABET and Literacy programmes.

Monitoring and evaluation

The monitoring instruments we have developed over the last ten years include the Education Management Information System (EMIS), Systemic Evaluations at key stages of the system (Grades 3 and 6), as well as the national examinations for matric, FET Colleges, and ABET. In the next period, however, we will continue to assess learning performance, and evaluate the results to determine what needs to be done to improve on learning outcomes. This diagnosis of areas for intervention, and the application of corrective measures to be taken in the classroom, will be the focus of our monitoring and evaluation endeavours in the coming period. For this purpose, our monitoring and evaluation systems will need to be strengthened to ensure that we move the education and training system in a way that contributes to the human resource development goals of our country in a meaningful way.

Strengthening and sharpening current instruments in the system will require incorporating the monitoring and evaluation of values, attitudes and behaviours which contribute to social cohesion, besides the broader development indicators that we are familiar with. A dedicated unit will be established to over-see this programme, and their activities over the next five years will be critical in identifying best practice and replicating it. The co-operative relationship between the spheres of government will be critical in this task, and the current inter-governmental framework and structural arrangements within which education is located should enhance these interventions for the good of our learners, and for the future of our system.

Institutional reform

Another area in which we will strengthen our interventions is in driving the reform and transformation of our education institutions in support of the development agenda of government. This transformation will require changes in management, governance and administration, in the staff and student profile, and in the cultural environment of the institutions. All of these determine whether institutions are able to develop graduates who exhibit high levels of cognitive achievement, and also display the values, behaviours and attitudes envisaged in the Constitution.

The process of Higher Education institutional reform will be completed by 2006. In 2007 we will begin the process of assessing whether the higher education system in its consolidated form and function continue to serve the development needs of the country, and whether the goals of the reform have been achieved. We will continue to monitor graduation and throughput rates, especially in respect of race and gender, as well as student and staff profiles, research output, institutional ethos and culture. We will scrutinise the programme and qualification mix across the country, to ensure appropriate differentiation and curriculum reform. Higher education institutions must contribute to the creation of a new pool of intellectuals in a wide range of fields, as must serve as centres of excellence in our country, and in the region.

Dealing with poverty, and improving social cohesion

Through the social cluster of government we will continue to pursue expanded learning and employment opportunities through Adult Basic Education and Training programmes as well as Early Childhood Development initiatives across the country. Our National School Nutrition Programme will strive to make a difference to the health and nutritional status of children across the country, with fewer structural and operational challenges than in the past. Our model of delivery will support local economic development and poverty alleviation through the participation of women and communities as the providers of nutrition to schools. Interventions in rural education will focus on the broad challenges of education provision under conditions of poverty and need.

The implementation of our values in education interventions will be closely scrutinized to ensure that the impact on learners, and hence on society, is indeed a positive one. History will be used as a resource for building national pride and identity, and curriculum outcomes will be examined to ensure that they contribute to the needs of a unified non-racial, non-sexist society.

International developments in education

Technical advice and leadership of the Department of Education will be more visible and evident in our international relations and interventions. There will be an increasing engagement in regional, continental, international and multi-lateral programmes and interventions in the area of education and human resource development. These will be aligned to the programmes of the New Partnership for Africa's Development (NEPAD), so as to build a quality education system for all in our country and our continent. These will include academic exchanges and partnerships in higher education across the continent, among others.

5. Five-year Branch Plans

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Quality Education for All

5.1 General Education and Training

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Dr Cassius Lubisi
Deputy Director-General:
General Education and Training

GENERAL EDUCATION AND TRAINING: STATEMENT OF PRIORITIES FOR 2005 ONWARDS

The General Education and Training Branch's point of departure is the premise that every organ of the South African Government should aim, at least, to contribute to the broad aims of creating a caring, non-racial, non-sexist and democratic nation, developing the skills base of our country and eradicating poverty among our people. It is in this respect that the Branch has sought to infuse these broad aims in its mission in the next five years.

The Branch will seek to attain the following key strategic objectives in the next five years:

- Consolidating citizens', both children's and adults', access to quality basic education and training;
- effective delivery of viable and relevant outcomes-based learning programmes;
- developing effective systems, structures and human resources for improved delivery, with a particular focus on redress and equity; and
- monitoring and evaluating the delivery of general education and training programmes.

In line with these objectives, the Branch will engage in a number of key programmes in the next five years. Firstly, we will streamline the implementation of the National Curriculum Statement Grades R-9, including a close review of assessment procedures and instruments. Secondly, the Branch will seek to implement a coherent system of teacher education, including initial teacher education and continuing professional development. Thirdly, the continuing professional development of teachers will be focused on the key areas of languages, Mathematics, Science and Technology. Fourthly, we will attack the problem of illiteracy facing both adults and young people in a coherent and accelerated manner. Fifthly, we will take the first steps in the delivery of integrated early childhood development services. Sixthly, the implementation of the initial steps of the White Paper on Special Needs Education will be completed, and the lessons learnt will be incorporated into a new revised plan for the development of an inclusive education system. Seventhly, our contribution to the Expanded Public Works Programme, through Adult Basic Education and Training and Early Childhood Development, will be consolidated. Eighthly, the Branch will strengthen the governance and management capacities of our schools and the Early Childhood Development and Adult Basic Education and Training centres. Finally, we shall seek to develop, improve and consolidate efficient systems of district support to our schools.

CHIEF DIRECTORATE: CURRICULUM AND ASSESSMENT
Directorate: Early Childhood Development

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To increase the reach of quality integrated ECD services, including Grade R, to the most marginalised.	Total of 400 000 learners enrolled in Grade R classes.	Total of 450 000 learners enrolled in Grade R classes.	Total of 500 000 learners enrolled in Grade R classes.	Total of 550 000 learners enrolled in Grade R classes.	Total of 600 000 learners enrolled in Grade R classes.
	Integrated ECD plan implemented in 500 registered community-based and home-based sites, in collaboration with other government departments and interested stakeholders.	Implementation of integrated ECD plan in 2 000 registered sites, in collaboration with other government departments and interested stakeholders.	Implementation of integrated ECD plan in 4 500 registered sites, in collaboration with other government departments and interested stakeholders.	Implementation of integrated ECD plan in 5 500 registered sites, in collaboration with other government departments and interested stakeholders.	Implementation of integrated ECD plan in 6 500 registered sites, in collaboration with other government departments and interested stakeholders.
	Create work opportunities in ECD government programmes, in collaboration with other government departments.	Create and monitor work opportunities in ECD government programmes, in collaboration with other government departments.	Create and monitor work opportunities in ECD government programmes, in collaboration with other government departments.	Create and monitor work opportunities in ECD government programmes, in collaboration with other government departments.	Create and monitor work opportunities in ECD government programmes, in collaboration with other government departments.
To support effective curriculum implementation in the Foundation Phase, including Grade R and early years.	Multi-media curriculum is developed to support the implementation of the National Curriculum Statement in Grades R to 3 on radio, television, web and print.	Multi-media curriculum support on radio, television, the Internet and print is implemented and monitored in 375 sites.	Multi-media curriculum support on radio, television, the Internet and print is implemented and monitored in 750 sites.	Multi-media curriculum support on radio, television, web and print is implemented and monitored in 1 125 sites.	Multi-media curriculum support on radio, television, web and print is implemented and monitored in 1 500 sites.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To ensure the development of a competent cadre of ECD practitioners for Grade R and the early years.	Total of 2 000 practitioners enrolled in ECD learnerships at Levels 1, 4 and 5, in collaboration with South African Qualifications Authority (SAQA) and Education and Training Development Practitioner (ETDP) Sector Education and Training Authority (SETA).	Total of 3 600 practitioners enrolled in Level 5 ECD learnerships and 2 000 in ECD Levels 1 to 4 skills programmes.	Total of 4 500 practitioners enrolled in ECD learnerships at Level 5 and 2 000 in ECD Levels 1 to 4 skills programmes.	Total of 2 500 practitioners enrolled in ECD learnerships at Level 6 and 1 000 in ECD Levels 1 to 4 skills programmes.	Total of 3 000 practitioners enrolled in ECD Level 6 learnerships and 1 000 in ECD Levels 1 to 4 skills programmes.
	Establishment of 25 accredited ECD training providers, in collaboration with the ETDP SETA.	Establishment of a total of 30 accredited ECD training providers, in collaboration with the ETDP SETA.	Establishment of a total of 35 accredited ECD training providers, in collaboration with the ETDP SETA.	Establishment of a total of 40 accredited ECD training providers, in collaboration with the ETDP SETA.	Establishment of a total of 50 accredited ECD training providers, in collaboration with the ETDP SETA.
To monitor and evaluate the implementation of ECD programmes, including Grade R.	Provincial monitoring and support plans are developed in collaboration with all provinces.	Monitoring and support plans are implemented for each provincial Foundation Phase team.	A refined and appropriate monitoring and support plan is implemented for each provincial Foundation Phase team.	A refined and appropriate monitoring and support plan implemented for each provincial Foundation Phase team.	A refined and appropriate monitoring and support plan implemented for each provincial Foundation Phase team.
	Monitoring system is developed for ECD in collaboration with Education Management Information Systems (EMIS) Directorate.	Monitoring system is developed and tested for ECD in collaboration with Education Management Information Systems (EMIS) Directorate.	Monitoring system for ECD is implemented in collaboration with Education Management Information Systems (EMIS) Directorate.	Monitoring system for ECD is reviewed in collaboration with Education Management Information Systems (EMIS) Directorate.	Monitoring system for ECD is refined in collaboration with Education Management Information Systems (EMIS) Directorate.

Directorate: Adult Basic Education

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To expand the reach of basic literacy and formal Adult Basic Education Training programmes.	Total of 45 000 learners in basic literacy programmes.	Total of 49 000 learners in basic literacy programmes.	Total of 53 000 learners in basic literacy programmes.	Total of 57 600 learners in basic literacy programmes.	Total of 69 000 learners in basic literacy programmes.
	Total of 268 000 adult learners in formal ABET programmes.	Total of 285 000 adult learners in formal ABET programmes.	Total of 300 000 adult learners in formal ABET programmes.	Total of 315 000 adult learners in formal ABET programmes.	Total of 328 000 adult learners in formal ABET programmes.
	Coordinated ABET delivery implemented in both formal and alternative programmes.	Total of 200 000 learners reached through expanded ABET programmes.	Increase in number of learners reached through expanded ABET programmes.	Review done of the impact of expanded ABET programmes.	Review of learner targets in expanded ABET programmes.
To develop and implement appropriate and relevant curricula and Learning and Teaching Support Materials for Adult Basic Education Training programmes (including the Expanded Public Works Programme).	Total of 5 000 adult learners on Sector Education and Training Authority (SETA) skills-based ABET programmes.	Implementation of skills-based ABET programmes in the 60 PALCs in nodal areas.	Implementation of skills-based ABET programmes in 100 PALCs in nodal areas.	Implementation of skills-based ABET programmes in 200 PALCs in nodal areas.	Implementation of skills-based ABET programmes in 200 PALCs in nodal areas.
	Evaluation study carried out to assess the Learning and Teaching Support Materials (LTSM) for ABET programmes.	Evaluation study carried out to assess the quality of Educator and Learner Support materials for basic literacy learners.	Evaluation carried out to assess the quality of Educator and Learner Support materials for all ABET learners.	Expanded availability of relevant Educator and Learner Support materials for all ABET learners in PALC.	Sector-wide availability of relevant Educator and Learner Support materials for all ABET learners is achieved.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To enhance the quality of ABET Practitioners.	Accredited ABET practitioner development programmes designed.	Training carried out to develop practitioners on assessment policies and implementation.	Practitioners trained in Unit Standards Curriculum management.	Practitioners trained in Learning Programme development.	Educator quality assessment carried out in the ABET sector.
	Distribution and dissemination of the strategy for Continuous Professional Development.	Ongoing participation of ABET practitioners in Continuous Professional Development programmes.	Ongoing participation of ABET practitioners in Continuous Professional Development programmes.	Ongoing participation of ABET practitioners in Continuous Professional Development programmes.	Ongoing participation of ABET practitioners in Continuous Professional Development programmes.
	Monitoring and evaluation system is in place for adult programmes.	Functionality of the monitoring and evaluation system is achieved.	Increased use of the monitoring and evaluation system.	Sector- wide use of the monitoring and evaluation system.	Evaluation and review of the monitoring and evaluation system.
To monitor and evaluate the delivery of adult learning programmes.	Implementation of monitoring and support plan against agreed-upon indicators in ABET.	Compliance with agreed-upon indicators in 25% of the Public Adult Learning Centres (PALCs).	Compliance with agreed-upon indicators in 50% of the PALCs.	Compliance with agreed-upon indicators in 100% of the PALCs.	Review indicators in line with developments within UNESCO Education for All processes.

Directorate: School Education

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To consolidate learners' access to quality education and training.	The School Uniform Policy is approved and distributed.	School Uniform Policy is implemented.	The implementation of the School Uniform Policy is monitored and supported.	The implementation of the School Uniform Policy is monitored and supported.	The implementation of the School Uniform Policy is monitored and supported, with possible review.
	The language policy for schools is approved, distributed and mediated.	The language policy for schools is implemented.	The implementation of the language policy for schools is monitored and supported.	The implementation of the language policy for schools is monitored and supported.	The implementation of the language policy is reviewed.
To support the implementation of the National Curriculum Statement in the General Education and Training Band.	A comprehensive programme to build the requisite capacity of personnel, institutions and systems for curriculum delivery in Grade 7 is developed and implemented.	The implementation of the capacity-building programme for curriculum delivery is extended to Grade 8.	The implementation of the capacity-building programme for curriculum delivery is extended to Grade 9.	The implementation of the National Curriculum Statement is supported and monitored.	The implementation of the National Curriculum Statement is supported and monitored.
	A framework is developed to ensure a cyclical review of the curriculum.	A cyclical review is done of the implementation of the curriculum in the Foundation Phase.	A cyclical review is done of the implementation of the curriculum in the Intermediate Phase.	A cyclical review is done of the implementation of the curriculum in Grades 7 and 8.	A cyclical review is done of the implementation of the curriculum in Grade 9.
	A comprehensive programme is developed for the implementation of Religion Education in the curriculum.	A comprehensive programme is implemented for the implementation of Religion Education in the curriculum.	The implementation of Religion Education in the curriculum is supported and monitored.	The implementation of the Religion Education in the curriculum is evaluated.	The implementation of the Religion Education in the curriculum is evaluated.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	The Life Skills, HIV and Aids programme is revised in line with the National Curriculum Statement.	The implementation of the revised Life Skills, HIV and Aids programme is supported and monitored.	The implementation of the revised Life Skills, HIV and Aids programme is supported and monitored.	The impact of the revised Life Skills, HIV and Aids programme in the curriculum is evaluated.	The impact of the revised Life Skills, HIV and Aids programme in the curriculum is evaluated.
	A simplified model is developed for school-based assessment for the Senior Phase.	A school-based assessment model is implemented in the Senior Phase and an assessment model is also developed for the Foundation Phase.	A school-based assessment model for the Foundation Phase is implemented and an assessment model for the Intermediate Phase is developed.	The implementation of a school-based assessment model in the General Education and Training Band is monitored and supported.	A school-based assessment model in the General Education and Training Band is evaluated.
	An audit is done of Science, Mathematics and Technology teachers and Learning and Teaching Support Materials in the General Education and Training Band.	The Science, Mathematics and Technology strategy in the General Education and Training Band is implemented, as informed by the audit, by extending the Dinaledi Schools Project model to schools in the Senior Phase.	The implementation of the Science, Mathematics and Technology Strategy in the General Education and Training Band is monitored and supported.	The implementation of the Science, Mathematics and Technology Strategy in selected schools in the General Education and Training Band is evaluated.	The implementation of the Science, Mathematics and Technology Strategy is extended to more schools in the Senior Phase.
	An audit is done of all teachers teaching English and Learning and of Teaching Support Materials for English as a second language.	A strategy is developed, as informed by the audit.	A strategy on teaching and learning English as a second language is implemented and supported.	The implementation of the strategy on teaching and learning English as a second language is monitored and supported.	The implementation of a strategy on teaching and learning English as a second language is evaluated.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	An audit is done of all teachers teaching in indigenous languages.	A strategy is developed, as informed by the audit.	The strategy on teaching and learning indigenous languages is implemented and supported.	The implementation of a strategy on teaching and learning indigenous languages is monitored and supported.	The implementation of a strategy on teaching and learning indigenous languages is monitored and supported.
	A review is done of Learning and Teaching Support Materials for indigenous languages.	Science, Mathematics and Technology learning and teaching support materials in indigenous languages are developed.	The utilisation of Science, Mathematics and Technology materials in indigenous languages is implemented in selected schools.	The implementation of the Science, Mathematics and Technology materials in indigenous languages in selected schools is supported and monitored.	A research study is done on the implementation of the Science, Mathematics and Technology materials.
	Reading and writing programmes in the Foundation Phase are implemented and promoted.	Reading and writing programmes in the Intermediate Phase are developed and promoted.	Reading and writing programmes in the Intermediate Phase are implemented. Reading and writing programmes in the Senior Phase are developed and promoted.	The reading and writing programmes in the Senior Phase are implemented.	The implementation of the reading and writing programmes in the General Education and Training Band is supported and monitored.
	Numeracy programmes in the Foundation Phase are developed and promoted.	The numeracy programmes in the Foundation Phase are implemented. Numeracy programmes in the Intermediate Phase are developed and promoted.	The numeracy programmes in the Intermediate Phase are implemented. The numeracy programmes in the Senior Phase are developed and promoted.	The numeracy programmes in the Senior Phase are implemented.	The implementation of the numeracy programmes in the General Education and Training Band is monitored and supported.
To develop and maintain Curriculum Management Information Systems for the General Education and Training Band.	An electronic learner profiling system for the General Education and Training Band is developed and is operational for Grades R, 1, 8 and 9.	The electronic learner profiling system is operational for the Foundation Phase and the Senior Phase.	The electronic learner profiling system is operational for the General Education and Training Band.	The electronic learner profiling system in the General Education and Training Band is updated.	The electronic learner profiling system in the General Education and Training Band is updated.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To monitor and evaluate the delivery of education and training programmes in the General Education and Training Band, with a particular focus on schools (Grade R to 9).	The implementation of policies and programmes in the General Education Training Band are monitored and evaluated on an ongoing basis.	The implementation of policies and programmes in the General Education Training Band is monitored and evaluated on an ongoing basis.	The implementation of policies and programmes in the General Education Training Band is monitored and evaluated on an ongoing basis.	The implementation of policies and programmes in the General Education Training Band is monitored and evaluated on an ongoing basis.	The implementation of policies and programmes in the General Education Training Band is monitored and evaluated on an ongoing basis.

Directorate: Inclusive Education

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To expand the reach of education programmes to disabled out-of-school children and youth.	Strategy is formulated for mobilising out-of-school vulnerable children in nodal areas for access to education and support.	Strategy for the mobilisation of vulnerable children is implemented in nodal areas.	Programme for the mobilisation of out-of-school vulnerable children is refined and ready for system-wide implementation.	System-wide implementation of strategy for mobilisation of out of school vulnerable children and youth.	
	Strengthened and expanded services are provided at special schools through the Expanded Public Works Programme.				
To implement the short-term steps of White Paper 6.	Framework developed for physical and material resources in 30 designated Full Service Schools is completed and actual upgrading of schools takes place.	Implementation of framework for physical and material resource development is completed in 30 designated Full Service Schools.	Implementation of framework for physical and material resource development is completed in 35 designated Full Service Schools and in 30 designated Special Schools /Resource Centres.	Norms and standards for resourcing Full Service Schools and Special Schools / Resource Centres are developed and approved.	Norms and standards for resourcing Full Service Schools and Special Schools / Resource Centres are implemented.
	Thirty District-Based Support Teams are established in nodal areas.	Refined operational procedures for District-Based Support Teams.	Final guidelines for District-Based Support Teams are completed and 35 District-Based Support Teams are fully functional.	Norms and standards for resourcing District-Based Support Teams are developed and approved.	Norms and standards for resourcing District-Based Support Teams are implemented.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	Framework for comprehensive funding norms for resourcing inclusive education is completed.	Draft funding strategy and specific funding norms for Full Service Schools, Special Schools / Resource Centres and District-Based Support Teams are completed.	Funding strategy, system and related funding norms are completed and gazetted.	Phased implementation of funding strategy, system and related funding norms.	System-wide implementation of funding strategy, system and related funding norms.
	Draft framework for the reprioritisation of Special School allocations is completed and field-tested.	Framework for the reprioritisation of Special School allocations is approved.	Reprioritisation of Special School allocations is effected in all provinces.	Effect of reprioritisation of Special School allocations is analysed and modifications are proposed.	Revised Special School allocations are effected in all provinces.
	National integrated strategy for strengthening special schools is developed.	Strategy for strengthening special schools is implemented in all provinces, giving special attention to the most neglected special schools.	Strategy for strengthening special schools is extended to include the development of special schools as resource centres.	Dual strategies for strengthening special schools and developing them as resource centres are implemented in all provinces, giving special attention to the most neglected special schools.	All special schools are prepared for system-wide conversion into special schools / resource centres.
	Protocols for screening, identification, assessment and support are field-tested in designated ordinary schools in nodal areas as well as in all special schools.	Protocols for screening, identification, assessment and support are revised, approved and ready for system-wide implementation.	Protocols for screening, identification, assessment and support are implemented in all provinces.	Protocols for screening, identification, assessment and support are revised and consolidated.	First cyclical review of protocols for screening, identification, assessment and support are completed.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	First phase of human resources development programme for inclusive education is completed and evaluated in 30 Full Service Schools, 30 Special Schools / Resource Centres, four Reform Schools and 30 District-Based Support Teams.	Second phase of human resources development programme for inclusive education is completed and evaluated in 30 Full Service Schools, 30 Special Schools / Resource Centres, four Reform Schools and 30 District-Based Support Teams.	Human resources development programme for inclusive education is approved for implementation throughout the system.	System-wide implementation of human resources development programme for inclusive education is completed.	First cyclical review of human resources development programme for inclusive education is completed.
To develop and implement integrated programmes for vulnerable youth and children, namely children in conflict with the law, street children and children in need of care.	Framework is developed for educational programmes and policies for children and youth in conflict with the law, children in shelters and children in need of care.	Framework for educational programmes and policies for children and youth in conflict with the law, children in shelters and children in need of care is implemented in four provinces.	Framework for educational programmes and policies for children and youth in conflict with the law, children in shelters and children in need of care is implemented in seven provinces.	Framework for educational programmes and policies for children and youth in conflict with the law, children in shelters and children in need of care is implemented in all provinces.	The system-wide implementation of national inter-sectoral strategies for all categories of vulnerable children and youth commences.
	Integrated strategy for servicing children living on streets is developed and approved.	Integrated strategy for servicing children living on streets is implemented in four provinces.	Integrated strategy for servicing children living on streets is implemented in seven provinces.	Integrated strategy for servicing children living on streets is implemented in all provinces.	System-wide implementation of national inter-sectoral strategies for servicing children living on streets.
To ensure access to the National Curriculum for children with disabilities and children experiencing barriers to learning and development.	Advocacy campaign and communication strategy are developed and implemented for inclusive education in 30 nodal areas.	Advocacy campaign and communication strategy are developed and implemented for inclusive education in all provinces.	All school management teams, governing bodies, professional staff and parents are exposed to a focused advocacy campaign and communication strategy in four provinces.	All school management teams, governing bodies, professional staff and parents are exposed to a focused advocacy campaign and communication strategy in seven provinces.	All school management teams, governing bodies, professional staff and parents are exposed to a focused advocacy campaign and communication strategy in all provinces.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	Guidelines for developing Inclusive Learning Programmes are completed and field-tested in designated ordinary schools in nodal areas as well as in all special schools.	Guidelines for developing Inclusive Learning Programmes are refined, integrated into the NCS rollout and ready for system-wide implementation.	System-wide implementation of guidelines for developing Inclusive Learning Programmes is completed.	System-wide implementation of guidelines for developing Inclusive Learning Programmes is consolidated.	System-wide implementation of guidelines for developing Inclusive Learning Programmes is reviewed.
	Guidelines for the development of dynamic, adaptive assessment programmes to accommodate diverse learner performance are developed and field-tested.	Guidelines for the development of dynamic, adaptive assessment programmes to accommodate diverse learner performance are modified and approved.	Dynamic, adaptive assessment programmes to accommodate diverse learner performance are implemented in Special Schools and Full Service Schools.	Dynamic, adaptive assessment programmes to accommodate diverse learner performance are implemented in the Foundation Phase in ordinary primary schools.	Dynamic, adaptive assessment programmes to accommodate diverse learner performance are implemented in the Intermediate Phase in ordinary primary schools.
To monitor and support the phased implementation of inclusive education.	Provincial monitoring and support framework are developed and field-tested in collaboration with all provinces.	Monitoring and support programmes for Special Schools / Resource Centres, Full Service Schools and District-Based Support Teams are developed.	Monitoring and support plans for Special Schools / Resource Centres, Full Service Schools and District-Based Support Teams are developed and implemented.	Monitoring and support plans for Special Schools / Resource Centres, Full Service Schools and District-Based Support Teams are refined, consolidated and implemented.	First cyclical review is done of the monitoring and support framework, programme and plans for Special Schools, Full Service Schools and District-Based Support Teams.
	Monitoring system for inclusive education is developed in collaboration with Education Management Information Systems (EMIS) Directorate.	Monitoring system for inclusive education is installed and operational in all provincial and district offices.	Monitoring system for inclusive education is installed and operational in all provincial and district offices, special schools / resource centres.	Monitoring system for inclusive education is installed and operational in all provincial and district offices, special schools / resource centres and Full Service Schools.	First cyclical review of monitoring system for inclusive education.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To monitor and support the phased implementation of inclusive education.	Updated inclusive education database to include learner records for Special Schools / Resource Centres and Full Service Schools.	Updated inclusive education database to include the profiles of District-Based Support Teams.	Updated inclusive education database to include protocols for screening, identification, assessment and support.	Updated inclusive education database to include protocols for screening, identification, assessment and support.	Updated inclusive education database is accessible to duly authorised users via web-based linkages.

CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES DEVELOPMENT
Directorate: Education Management and Governance Development

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
Improve the policy, information and monitoring platform to support education institutional and human resources development.	Development of norms and standards for school management based on the endorsed education management policy framework and new standards for education management qualifications.	Provincial officials and school management teams (SMTs) are oriented to norms and standards.	Implementation and review of all provincial SMT training materials are monitored for compliance.	Implementation of norms and standards is monitored.	Implementation of norms and standards is monitored.
	Governance policy framework for schools is developed.	Provincial officials are oriented to the framework.	Implementation of the governance framework is monitored.	Implementation of the governance framework is monitored and supported.	
	National guidelines for School Governing Body (SGB) elections are developed, backed by a national SGB database.	National SGB elections are held successfully in all provinces.	Publishing of revised election guidelines based on 2006 elections.		
	School financial regulations are formulated and completed.	School financial regulations are aligned with provincial financial training processes. Capacity-building programme is developed in school financial management.	Capacity-building programme in school financial management is completed in selected districts for School Management Teams, School Governing Bodies and district officials.	School financial regulations are implemented nationally and capacity-building programme is expanded.	Impact study is undertakent on capabilities of School Management Teams, School Governing Bodies in financial management.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	Norms and standards are formulated for quality of district delivery based on research data.	Norms and standards are tested in six exemplary districts nationally and revisions are made, based on impact.	Norms and standards are published and provincial and district managers oriented to the standards.	Impact of norms and standards on districts is monitored and measured, and strategic interventions are made where needed.	Impact study of norms and standards is undertaken to enable evaluation.
	District Education Management Information System (DEMIS) is refined, based on first year of implementation.	Refined DEMIS is implemented. Capacity of district officials is developed to enable them to manage and use DEMIS information in target districts.	System-wide use of DEMIS in education districts is monitored. Capacity of district officials is developed to enable them to manage and use DEMIS information in all districts.	System-wide use of DEMIS in education districts is monitored. Capacity of district officials is developed to enable them to manage and use DEMIS information in all districts.	System-wide use of DEMIS is evaluated for effective use at district and provincial levels.
	Campaign to improve parent and community understanding of their roles and responsibilities related to public schools is sustained and monitored to assess its impact at school community level.	Pamphlets and radio messaging are updated, printed and distributed as creatively as possible. Campaign is reviewed to ascertain continued need.	Campaign is continued and further focused if review indicates it is needed.	Campaign is continued if monitoring indicates it is needed. Campaign is formally reviewed.	Campaign is continued if review indicates it is needed.
To ensure the sustainable capacity and leadership skills of learning institution managers, governors and district managers in support of quality learning and teaching.	Instruments are developed to monitor and evaluate the implementation of capacity-building programmes on Women in and into Management, Alternatives to Corporal Punishment and School Records Management.	Strategies developed to support provinces in the implementation of all target programmes.	Statistics and data are collected on the implementation and impact of all the target programmes at school and district levels.	Statistics and data are used to evaluate and improve the district-level delivery of programmes.	Implementation and impact are monitored.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	National and Provincial Core Training Teams are trained for rollout of National Curriculum Statement (NCS) for Grade 7 and Grade 10 with a particular focus on preparing school management teams for their role in the management of the NCS at school level.	National and Provincial Core Training Teams are trained for rollout of National Curriculum Statement (NCS) for Grade 8 and 11 with a particular focus on preparing school management teams for their role in the management of the NCS at school level.	National and Provincial Core Training Teams are trained for rollout of National Curriculum Statement (NCS) for Grade 9 and 12 with a particular focus on preparing school management teams for their role in the management of the NCS at school level.	Provincial support of Management of National Curriculum Statement in schools is given and monitored.	Provincial support of Management of National Curriculum Statement in schools is given and monitored.
	A range of SGB courses is developed, based on ABET and community participation skills.	Initial courses are registered and pilot studies done. Impact and utility are reviewed.	Pilot courses are implemented in schools. Additional courses are developed and registered.	Impact study of initial courses is undertaken.	The revised courses are implemented nationally.
	Capacity building programme for district management teams is implemented system-wide in order to improve the supervision of schools.	Capacity building programme for district management teams using exemplary districts as guide, is implemented.	Focused capacity building of identified under-performing district managers is implemented.	Focused capacity building of identified under-performing district managers is implemented and impact on schools monitored.	Impact of capacity building on delivery capacity of districts is assessed and measured.
	Focused development of six exemplary districts nationally is initiated, related to development and trials of norms and standards for districts.	Focused development of six exemplary districts nationally and refinement of norms and standards.	Six exemplary districts are developed and exemplars evaluated. Publication of norms and standards for districts.	Results of district exemplar programme are published and used to evaluate norms and standards for districts.	

Directorate: Teacher Development

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To ensure a high-quality, competent, enthusiastic and committed corps of education practitioners capable of delivering the curriculum and quality education to all.	Teachers of Grades 7 and 10 are oriented to the implementation of the National Curriculum Statement (NCS).	Teachers of Grades 8 and 11 are oriented to the implementation of the National Curriculum Statement (NCS).	Teachers of Grades 9 and 12 are oriented to the implementation of the National Curriculum Statement (NCS).		
	Implementation of the NCS in the Foundation and Intermediate Phases is monitored, evaluated and supported.	Implementation of the NCS in Grade 7, Foundation and Intermediate Phases is monitored, evaluated and supported.	Implementation of the NCS in Grade 8, Foundation and Intermediate Phases is monitored, evaluated and supported.	Implementation of the NCS in Grade 9, Foundation and Intermediate Phases is monitored, evaluated and supported.	Implementation of NCS throughout all grades is monitored, evaluated and supported.
	Initial cohorts of Intermediate Phase teachers in Technology and English Second Language (ESL) are trained and supported in their schools.	A second cohort of Intermediate Phase teachers in Technology and English Second Language (ESL) is trained and supported in their schools.	A third cohort of Intermediate Phase teachers in Technology and English Second Language (ESL) is trained and supported in their schools.	A fourth cohort of Intermediate Phase teachers in Technology and English Second Language (ESL) is trained and supported in their schools.	Impact study is done on Technology and English Second Language (ESL).
	The Teacher Development Framework is revised and tested, backed by an operational and communication plan.	The Teacher Development Framework, as well as operational and communication plans, is finalised.	The Teacher Development Framework is implemented and monitored.	The Teacher Development Framework is implemented, monitored and revised.	The Revised Teacher Development Framework is implemented and monitored.
	Cohort of teachers for the gateway subjects (Mathematics, Science and Technology) is registered and trained through an Advanced Certificate in Education (ACE) or B.Ed. programme and monitored closely.	New cohort of teachers for the gateway subjects (Mathematics, Science and Technology) is registered and trained through an Advanced Certificate in Education (ACE) or B.Ed. programme and monitored.	Third cohort of teachers for the gateway subjects (Mathematics, Science and Technology) is registered and trained through an Advanced Certificate in Education (ACE) or B.Ed. programme and monitored.	Fourth cohort of teachers for the gateway subjects (Mathematics, Science and Technology) is registered and trained through an Advanced Certificate in Education (ACE) or B.Ed. programme and monitored.	Final cohort of teachers for the gateway subjects (Mathematics, Science and Technology) is registered and trained through an Advanced Certificate in Education (ACE) or B.Ed. programme and monitored.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	Professional status and morale of teachers are improved through the participation of more schools in the National Teaching Awards (NTA) and increased rigour in the management of the NTA.	Participation of schools in the NTA is increased and implementation made more rigorous.	Involvement in NTA is broadened through increased number of categories.	NTA is implemented effectively with reduced costs carried by Department of Education.	NTA is implemented effectively.
	Under-qualified educators are upgraded to attain the REQV 13 status through the National Professional Diploma in Education.	Increased number of under-qualified educators are upgraded to attain the REQV 13 status through the National Professional Diploma in Education.	Attention given to all unqualified and under-qualified educators who need to be upgraded to attain the REQV 13 status through the National Professional Diploma in Education.	Implementation of the National Professional Diploma in Education programme by higher education institutions is monitored and supported.	Implementation of the programme by higher education institutions is monitored and supported.
To align teacher education programmes to the norms and standards for educators and the criteria for the recognition and evaluation of qualifications for employment in education.	New and revised teacher education programmes and qualifications are evaluated, approved and accredited.	Norms and standards for educators and criteria for the recognition and evaluation of programmes and qualifications are revised.	Higher education institutions are guided and supported to align their programmes with the revised norms and standards for educators and the criteria for the recognition and evaluation of programmes and qualifications.	New and revised teacher education programmes and qualifications are evaluated, approved and accredited.	Implementation and offering of revised programmes and qualifications are monitored.

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5.2 Further Education and Training

Ms Penny Vinjevold
Deputy Director-General:
Further Education and Training

FURTHER EDUCATION AND TRAINING: STATEMENT OF PRIORITIES FOR 2005 ONWARDS

The Further Education and Training Band is the beginning of specialized learning. It is in this band that learners prepare for higher education or the workplace. It is essential therefore that qualifications and programmes offered at this level of the education and training system meet the needs of the South African economy and society; they must address the human resource needs of the country especially in those areas where there is a shortage of skills.

The FET Branch will seek to attain the following key strategic objectives in the next five years:

- Develop and implement modern, relevant and high level qualifications, curricula and programmes in schools offering grades 10 to 12 and in FET colleges;
- Increase the participation and success rates of persons in the age group 16 to 24 in relevant, high quality FET programmes;
- Improve the numbers of FET learners achieving high levels of language, mathematics and science proficiency;
- Develop effective systems, structures, funding norms and human resources to improve delivery of FET programmes; and
- Monitor and evaluate the delivery of further education and training programmes.

In line with these objectives the FET Branch will focus on a number of key programmes over the next five years.

In relation to schools offering grades 10 to 12 the Branch will

1. Publish and gazette the FET Qualifications Policy for Grades 10 to 12 (General).

2. Publish and distribute subject statements and assessment guidelines for each of the subjects which will be offered as part of the FET Grades 10 to 12 (General).

3. Provide support to provinces to implement the Grades 10 to 12 (General) curriculum especially in relation to teacher development and sound assessment practices.

4. Publish guidelines for the development, distribution and use of good quality learning and teaching support materials for the subjects offered in grades 10 to 12.

5. Set and translate high quality and error-free examinations for the national subjects for the Senior Certificate and FETC.

6. Publish detailed reports on the results of the Senior Certificate Examinations in order to monitor and evaluate the quality and growth of Grade 10 to 12 education provision and plan for the implementation of the FETC.

7. Actively support provinces and schools to reduce the dropout and repeater rates from grades 10 to 12.

8. Increase the number of focus schools offering mathematics and science with a particular focus on redress.

9. Develop a framework for expanding specialist subjects to poor areas so that learners have reasonable access to a range of subjects.

10. Support the expansion and use of ICT in teaching and learning to all schools offering grades 10 to 12.

In relation to FET colleges the Branch will

1. Develop and gazette a coherent set of programme guidelines for the FET College sector.

2. Oversee the development and approval of a minimum of 40 programmes.

3. Deepen and strengthen ties with and responsiveness to sectors and SETAs, government departments, the private sector and HEIs.

4. Develop a three-year plan for the re-capitalisation of FET colleges based on the FET programmes offered at each college.

5. Develop a National Plan for the FET Sector including norms and plans for funding FET colleges.

6. Actively support provinces and colleges to improve the throughput and placement rates of college students, including the establishment of Learner Support Units at each campus.

7. Support the expansion and use of ICT in teaching and learning at all college campuses.

8. Develop and use a FETMIS for systems planning and evaluation.

9. Support colleges in providing credible assessments of learning.

CHIEF DIRECTORATE: FET SCHOOLS CURRICULUM AND INNOVATION

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To improve the quality of learning and teaching in FET schools through curriculum transformation.	Learning and Teaching Support Materials (LTSMs) of good quality are developed for the National Curriculum Statement (NCS) Grades 10 to 12. Subject guidelines and learning programme guidelines are published.				A review report is published on the implementation of the NCS Grades 10 to 12.
	The FETC benchmarking process is finalised. The qualifications for the NCS is finalised and gazetted.	A plan to deal with the transition from Senior Certificate to FETC is finalised.		The FETC is administered for the first time. A programme to assist the last cohort of Senior Certificate candidates is in place.	The intervention programme to assist the last cohort of Senior Certificate candidates is phased out.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	Teachers are trained in preparation for the implementation of the NCS. The first cohort of Mathematics Literacy (ML) teachers graduate and are ready to teach ML in Grade 10.	Teachers are trained in preparation for the implementation of the NCS.	Teachers are trained in preparation for the implementation of the NCS.		
	Subject-specific workshops are conducted in all provinces.	An INSET programme for continuous teacher support is designed in collaboration with universities and NGO's.	Teacher development programmes are monitored and reviewed.	Teacher development strategies are monitored and strengthened.	Teacher development strategies are consolidated and strengthened.
	A policy framework for schools of focused learning is developed.	A formula and mechanisms for the distribution of schools of focused learning are designed.	A national implementation plan is costed and developed in collaboration with provinces.	The first group of schools of focused learning begins operating as such.	A review is done of all schools of focused learning, including Dinaledi Mathematics and Science schools.
To build institutional capacity to deliver quality learning and teaching at schools.	The electronic educational portal is functional and teachers and learners have access to online electronic content.	The educational portal is functional and populated with content, and teachers are introduced to collaborative projects.	The extent (quality and quantity) of Mathematics, Science and Technology Education content resources is monitored and evaluated.	The level of use and effectiveness of the portal are evaluated.	The portal is extensively used as a content resource and for collaboration and communication.
To enhance performance and participation in Mathematics, Science and Technology at FET level.	Models are developed to increase the number of schools participating in the second phase of the Mathematics, Science and Technology Strategy.	A total of 450 schools are participating in the second phase of the Mathematics, Science and Technology Strategy and are suitably resourced.	A total of 650 schools are participating in the second phase of the Mathematics, Science and Technology Strategy and are suitably resourced.	Deepening and expanding participation in the second phase of the Mathematics, Science and Technology Strategy and are suitably resourced.	Deepening and expanding participation in the second phase of the Mathematics, Science and Technology Strategy and are suitably resourced.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To support curriculum implementation through the use of ICTs.	Schools have access to a discounted rate for connectivity.	An educational electronic network is established.	Half (50%) of schools are connected, have accessed the Internet and communicated electronically.	The use of the educational network is monitored and evaluated.	The majority (60%) of schools are connected, have accessed the Internet and communicated electronically.
	A framework of competencies is compiled for teacher development in ICT in consultation with the providers of teacher development and training.	A strategy is implemented for ensuring that providers of in-service teacher training adopt the frame-work and respond to it.	A strategy is implemented for ensuring that providers of pre-service teacher training adopt the frame-work and respond to it.	The level of teacher development in ICT is monitored and evaluated.	The level of teacher development in ICT is monitored and evaluated.
	The educational portal is functional and teachers and learners have access to electronic content.	The educational portal is functional and populated with content with teachers introduced to collaborative projects. The extent (quality and quantity) of electronic content resources monitored and evaluated.	The educational portal functional and populated with content with teachers participating in collaborative projects. Teachers contributed to the pool of electronic content resources available.	The level of use and effectiveness of the portal evaluated. The extent (quality and quantity) of electronic content resources monitored and evaluated.	The portal is extensively used as a content resource and for collaboration and communication.
	An audit of ICT presence and use in schools conducted. Standards for ICT use in schools developed.	Educational resource levels are raised and an enabling environment established to ensure an ICT presence in schools.	ICT presence in schools are monitored and evaluated.	ICT presence in schools are monitored and evaluated.	An audit of ICT presence and use in schools conducted.

CHIEF DIRECTORATE: OPEN AND INNOVATIVE LEARNING

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To increase the capacity of institutions to fulfil their mandate.	Conditions of Service for staff of Further Education and Training (FET) colleges are reviewed.	Corporate policies are in place in all provinces.	A policy on staffing, recruitment, retention and professional development for FET colleges that reflects their distinctiveness is declared as policy.	FET colleges appoint staff members according to the new policy on staffing, recruitment, retention and professional development.	All college staff members are appointed in line with the new conditions of service.
	Guidelines are in place for staff recruitment and performance management.	Performance review and monitoring arrangements are in place at all colleges. Staff development is integrated into annual planning.	Colleges are suitably staffed and capacity is provided to college staff.	Annual performance reviews are conducted for staff at all colleges.	College staff are continuously upgraded in line with skills demands.
	Planning guidelines are in place for multi-campus management and governance, and operational plans are effected.	College Councils are appointed in line with corporate governance rules.	Colleges and campus sites have one corporate culture and common practices.	All communication and systems are linked across sites.	
	Phase one of recapitalisation plan is implemented.	Selected number of colleges recapitalised in line with plan.	Additional colleges are recapitalised in line with plan.	All colleges recapitalised in line with plan.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To improve qualifications and programmes.	Further Education Qualification Framework (FEQF) is finalised and declared policy.	Programme design and delivery are implemented in accordance with FEQF.	New qualifications are registered on the NQF.	The impact of the new curriculum in addressing national skills shortages is assessed and reported.	
	Curriculum clusters are linked to SETAs, relevant role players and lead colleges are set.	New Curriculum and programmes are developed by clusters.	New curriculum and programmes are launched and implemented at all levels.	Colleges respond effectively to the skills demands of the region and country.	
To increase learner participation, retention and throughput rates.	Database on out-of-school and unemployed youth is available and accessible.	Unemployed youth are placed in formal programmes linked to the strategic economic sector.	Increased number of unemployed youth are placed in formal programmes linked to the strategic economic sector.	Increased number of unemployed youth are placed in formal programmes linked to the strategic economic sector.	New placement initiatives are developed.
	A comprehensive Student Support Services (SSS) policy is formulated.	Career guidance and counselling systems are established.	Widening participation is reflected in the admission of adult learners to FET colleges.	A student tracking system is installed to monitor retention and throughput rates.	Progress is reviewed and new targets are set.
		A career development and guidance plan is implemented across provinces.	Increased number of youth are linked to relevant career paths that improve employability and offer chances of employment.	Levels of unemployment decrease among young people.	
	A youth development strategy is formulated for the education system.	Youth access to a variety of programmes in FET colleges is increased.	Youth placement in FET colleges is enhanced.	Increased enrolment of youth in FET colleges.	Youth development strategy is reviewed.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To develop an integrated planning and funding system that supports the delivery of national goals.	Planning and Reporting Framework is developed and in place.	Colleges' reports are done according to the set framework.	Reports are analysed and feedback is given to provinces.		
	A draft document is prepared on the norms and standards for funding the colleges.	Norms and standards for funding the colleges are published as policy.	Funding is allocated to colleges according to the set norms and standards.	A new integrated planning and funding system is developed.	The new integrated planning and funding system is reviewed.
	The Further Education and Training Management Information System (FETMIS) in place and operational.	All colleges have the basic Management Information System software in place.	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.
To ensure that the youth participate as active and responsible citizens.	Increased youth participation in community service programmes.	Increased civic duty and responsibility among youth.	Increased youth participation in community service programmes.	Increased youth participation in community service programmes.	
	Governance programme is designed for youth in FET colleges.	Increased youth participation in the governance processes of their institutions and in local elections.	Student formations and support systems are in place in all FET colleges.	Mobilisation campaign for national voter registration is launched among the youth at FET colleges.	Increased youth participation in general elections.

CHIEF DIRECTORATE: NATIONAL EXAMINATIONS AND ASSESSMENT

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	SCHOOL				
To conduct credible assessment and quality practices in FET/GET schools and colleges.	High quality and error-free question papers set in the six national subjects for the Senior Certificate examinations for 2006.	High quality and error-free question papers set in the six national subjects for the Senior Certificate examinations for 2007.	High quality and error-free question papers in the six national subjects for the new FETC for 2008.		
	High quality and error-free question papers set in ten subjects for Grade 10 for 2006.	High quality and error-free question papers in ten subjects for Grade 10 and Grade 11 for 2007.	High quality and error-free question papers in ten subjects for Grade 10 and Grade 11 for 2008.		
	Reduction in the number of under-performing schools to below 100 with regard to the Senior Certificate Examination.	Reduction in the number of under-performing schools to below 50 with regard to the Senior Certificate Examination.	Reduction in the number of under-performing schools to below 20 with regard to the Senior Certificate Examination.		
	A framework plan for a standardised assessment system is developed and adopted and preparations are made for the rollout in Grade 10.	The standardised assessment system is implemented and monitored.	The standardised assessment system is implemented, monitored and revised.		
	New assessment regime and practices for the new outcomes-based curriculum are tested.	New assessment practice is implemented and monitored.	New assessment practice is implemented and monitored.		

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	Investigation into security is conducted by the NIA and Asset Management.	Recommendations on the security of the examination and assessment system are implemented.	The impact of implementing the recommendations on the security of the examination and assessment system is assessed and reviewed.		
	Recommendations are to be implemented on receipt. Indexing of scanned historical examination records is completed.	Conversion of historical records into electronic format is completed.	Examination databases are made accessible to provincial education departments.		
	COLLEGES				
	Five credible examinations are conducted per annum for General Studies and Natural Science Studies.	Five credible examinations are conducted per annum for General Studies and Natural Science Studies.	Five credible examinations are conducted per annum for General Studies and Natural Science Studies.		

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education
Department:
Education
REPUBLIC OF SOUTH AFRICA

Quality Education for All

5.3 System Planning and Monitoring

Mr Firoz Patel
Acting Deputy Director-General:
Planning and Monitoring

SYSTEM PLANNING AND MONITORING: STATEMENT OF PRIORITIES FOR 2005 ONWARDS

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, to produce the analysis reports, models, plans and policies needed for national leadership in this regard, and to manage and support development funding policy for general and further education and training projects sourced from donor and conditional grants. The plans also intend to ensure conditions; policies and support mechanisms are in place for peaceful and harmonious labour relations in the educator corps in South Africa, the provision of legal and legislative support and provision of accurate, reliable and relevant information for decision making in the management of the education system.

Key policy and programmatic thrust of the plans

Over the next period, the following will be the main thrust of programmatic and policy interventions:

- Developing a national Education Management Information System to support the planning and monitoring of the education system as laid down in the National Education Policy Act, Education Information Policy;
- Analysing education expenditure and investment so as to ensure access, equity and redress in regard to funding the provision of education;
- Ensuring peaceful and harmonious labour relations among the education staff in the system, ensuring that timely attention is given to grievances and disputes and improving the conditions of service of these employees;
- Managing and supporting Africa's bilateral and multi-lateral agreements through administering cross-cutting conditional grants for the provincial education departments and cross-cutting donor support funds for the national Department of Education and provincial education departments;
- Planning and monitoring the Education for All programme and the global Millennium Development Goals; and
- Providing planning support and advice regarding the implementation in the education system of various government development programmes, including the following: Integrated Services Strategy of Government, the national Treasury's Infrastructure Development Programme, Growth and Development Summit, the Integrated Sustainable Rural Development Programme and the Urban Renewal Programme as well as the Expanded Public Works Programme.

Highlights of the plans and strategic levers for achieving the impact required

The following interventions and strategic levers will be used to ensure that planning and monitoring are strengthened in the system:

- Maintenance, development, support, monitoring and evaluation of funding norms and standards will be done for ordinary schools, Adult Basic Education and Training centres, Grade R, Further
  Education and Training colleges and inclusive education. The impact of these interventions and levers will be the equitable and more efficient allocation of financial resources. All sectors will therefore have proper norms and standards for achieving the fair and progressive allocation of such resources among learners, institutions and provinces so that these institutions and provincial departments can be held accountable. This will ensure that the poorest of learners are given access to quality education.
- Compliance with funding norms and standards by provinces will be monitored. The actual resource allocation will be monitored to ensure provincial and institutional compliance with the funding principles and policies for improved equity and redress. A compliance report will be published and provinces under study and audit will have to respond to findings and implement recommendations.
- A comprehensive situation analysis and costing plan will be produced for the education system. This report and plan will be used to determine whether the current level of funding is adequate and, if not, how it can be funded. Inefficiencies and overpricing will be dealt with. There will be more certainty about the medium- to long-term cost of education.
- Education expenditure will be reviewed and analysed. A report will be published, comparing education expenditure among provinces, programmes and items over time, and provinces will have to justify any gaps and overlaps. This analysis will assist in setting the MTEF funding options and priorities. Provinces will improve their budgeting and planning. The report will also assist political office bearers to perform their oversight role. National and provincial treasuries will also find the publication useful for financial planning and monitoring.
- The precise demand for and supply of physical infrastructure for education will be determined and its full provision monitored. A comprehensive register of all facilities will be compiled to ensure sustainable provisioning, and to eliminate incidences of platooning and unsafe learning conditions.
- An integrated, relevant and reliable education information system will be developed, making accurate, reliable, timely and quality information available for decision making by government. This information will also be used for planning and monitoring the system.
- South Africa's movement towards the Education for All, the Millennium Development Goals and monitoring of the broad indicators of the education system will be assessed. A report will be produced to assist progress with achieving the goals and also to comply with international reporting requirements.
- The development of a policy for managing and provisioning donor and conditional grants and for making grant proposals will receive attention, especially in the context of the New Partnership for Africa's Development. Approved policies, procedures, structures and guidelines will be formulated to provide a mechanism for using funding in a developmental way to ensure that partnerships in delivery are optimised.
- Systems will be developed for tracking and monitoring the provision and conditions of service of educators as well as determining their supply, demand and costs. These will provide support for improving teacher performance in the entire system, particularly in relation to scarce skills subjects such as Mathematics, Science and Technology.
- A review will be carried out on the role of the Education Labour Relations Council and the mandating process for educator labour relations agreements, in order to improve certainty in the education labour relations context.

CHIEF DIRECTORATE: PHYSICAL PLANNING, INFORMATION AND POLICY SUPPORT
Directorate: Physical Resource Planning

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To develop a strategy for providing and improving basic services to all public schools.	A national strategy is developed and approved on the provision of school infrastructure and basic services. The norms and standards and the Basic Minimum Package (BMP) for infrastructure and resources are developed and approved.	An assessment is done of provincial compliance and readiness to implement the norms and standards and the BMP for school infrastructure and resources.	A report is produced on provincial readiness to implement the norms and standards and BMP for school infrastructure. The implementation plan is developed and approved regarding the approved norms and standards and BMP for infrastructure and resources. Funding for the implementation of the norms and standards and BMP for school infrastructure and resources is negotiated with the national Treasury for implementation in 2008/09.	Provincial implementation of the approved norms and standards and BMP for school infrastructure and resources is facilitated and a monitoring report produced.	Provincial implementation of the approved norms and standards and BMP for school infrastructure and resources is facilitated and a monitoring report produced on the above.
	A draft policy is formulated on under-utilised education facilities.	Policy approval is secured on under-utilised education facilities and a scholar transport system.	The policy on under-utilised education facilities and a scholar transport system are implemented.		
	National guidelines are developed for learner transport and hostel provisioning.	Advocacy campaign is conducted with provinces to prepare and plan for the implementation of the guidelines for scholar transport.	Monitoring and evaluation report is produced to assess the impact, effectiveness and efficiency of the scholar transport policy.	Implementation of recommendations of report on appropriate transport for scholars.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
		Partnerships are concluded with the Departments of Transport, and local government to provide scholar transport.			
	Departmental and inter-departmental stakeholders' working group is established to coordinate medium- to long-term strategy for better matching institutional design to learning outcomes at schools.	Ongoing review and production of an annual review report on the efficiency of institutional design in the delivery of the curriculum.	Ongoing review and production of annual review report on institutional design efficiency in the delivery of the curriculum.	Ongoing review and production of annual review report on institutional design efficiency in the delivery of the curriculum.	Ongoing review and production of annual review report on institutional design efficiency in the delivery of the curriculum.
	Models are developed for alternative funding mechanisms for constructing and maintaining school buildings.	Selected alternative funding mechanisms are tested in selected provinces.	Evaluation is completed and report developed on alternative funding mechanisms with recommendations for action.	Implementation of appropriate funding mechanisms.	
To eliminate the shortage of school infrastructure in education.	The incidence of learning under trees is eliminated and a strategy to deal with platooning schools is designed. No registered schools where learners are being taught under trees instead of in classrooms.	The incidence of new situations where learning takes place under trees is monitored, interventions are taken to eliminate such instances and a progress report is produced.	The incidence of new situations where learning takes place under trees is monitored, interventions are taken to eliminate such instances and a progress report is produced.	The incidence of new situations where learning takes place under trees is monitored, interventions are taken to eliminate such instances and a progress report is produced.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	Funding is secured for the delivery of basic services to all public schools and a report is on the provision of basic services.	Report is compiled on the delivery of basic services to all public schools in 2005/06.	Corrective measures are taken for basic sustainable service delivery and development programmes.	Report is compiled on the provision of sustainable basic services to public schools and the impact of the corrective measures taken.	Status quo is reviewed in relation to current trends in basic service delivery.
	An analysis is completed on the impact of demographic changes on infrastructure provision. Participate actively in the development of Integrated and Sustainable Urban and Rural Development Planning (ISURDP).	A report is produced, indicating the results of the analysis, scenario planning and policy options. The education infrastructure planning and education's contribution to the strategy for sustainable human settlements are integrated into ISURDP.	Systems are developed and implemented to monitor the impact of the demographic changes on school infrastructure.	A report is compiled on the ongoing monitoring of the school infrastructure, in relation to the geographical location and educational content of schools.	Ongoing monitoring of the demographic shifts in school infrastructure is undertaken, and reports on the issue are compiled and disseminated.
	Implement Workplan 1 of the School Infrastructure Support Programme in the provinces of Limpopo, Eastern Cape and KwaZulu-Natal. Establish sustainable partnerships with the private sector and other role players to invest in building and rehabilitating the school infrastructure.	Implement Phase 1 of Workplan 2 of the School Infrastructure Support Programme.	Implement Phase 2 of Workplan 2 of the School Infrastructure Support Programme.	Implement Phase 3 of Workplan 2 of the School Infrastructure Support Programme.	Implementation of the School Infrastructure Support Programme is completed.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To monitor capital expenditure on the development of school infrastructure.	Four quarterly reports and an annual report are produced on monitoring the 2005/06 budget statements, priority list and quarterly reports, as presented by Provincial Departments of Education in the format requested by national Treasury.	Four quarterly reports and an annual report are produced on monitoring the 2006/07 budget statements, priority list and quarterly reports, as presented by Provincial Departments of Education in the format requested by national Treasury.	Four quarterly reports and an annual report are produced on monitoring the 2007/08 budget statements, priority list and quarterly reports, as presented by Provincial Departments of Education in the format requested by national Treasury.	Four quarterly reports and an annual report are produced on monitoring the 2008/09 budget statements, priority list and quarterly reports, as presented by Provincial Departments of Education in the format requested by national Treasury. A post-operational audit is done of the measures implemented and their impact on education infrastructure development and management.	Four quarterly reports and an annual report are produced on monitoring the 2009/10 budget statements, priority list and quarterly reports, as presented by Provincial Departments of Education in the format requested by national Treasury.
To develop, maintain and manage information systems to support the planning, implementation, monitoring and evaluation of capital investment in education.	A technical school infrastructure audit has begun in all public schools. Information systems are developed for the effective management and monitoring of school infrastructure.	The technical school infrastructure audit is completed in all public schools and a report produced. Infrastructure management information and systems are implemented in targeted provinces.			

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	Key indicators and information are identified that would be included in the development of Education Management Information Systems. Guidelines are produced for effective asset management including the preventive maintenance of schools, and distributed to provincial education departments.	Report is produced on the key indicators of the infrastructure delivery programme in 2005/06 in collaboration with the Provincial Departments of Education. The implementation of asset management guidelines and the scheduled preventive maintenance of schools are facilitated in four provinces.	Report is produced on the key indicators of the infrastructure delivery programme in 2006/07 in collaboration with the Provincial Departments of Education. The implementation of asset management guidelines and the scheduled preventive maintenance of schools are facilitated in five provinces.	Report is produced on the key indicators of the infrastructure delivery programme in 2007/08 in collaboration with the Provincial Departments of Education. Report is produced on the implementation of asset management guidelines and the scheduled preventive maintenance of schools in provinces produced.	Report is produced on the key indicators of the infrastructure delivery programme in 2008/09 in collaboration with the Provincial Departments of Education. Ongoing monitoring on the implementation and impact of asset management guidelines and the scheduled preventive maintenance of schools.
To recapitalise FET colleges.	Ongoing provision of support and advice in the planning of development of infrastructural aspects of the model for FET colleges.	Ongoing provision of support for and advice on the recapitalisation of FET colleges.	Ongoing provision of support for and advice on the recapitalisation of FET colleges.	Ongoing provision of support for and advice on the recapitalisation of FET colleges.	Ongoing provision of support for and advice on the recapitalisation of FET colleges.
To convert schools into Full Service Schools for inclusive education.	Provision of support for and advice on the conversion of 30 schools for inclusive education.	Provision of support for and advice on the conversion of 30 schools for inclusive education.	Provision of support for and advice on the conversion of 500 schools for inclusive education.	Provision of support for and advice on the conversion of 500 schools for inclusive education.	Provision of support for and advice on the conversion of 500 schools for inclusive education.
To develop capacity for physical planning in all the education departments.	Areas are identified for skills development in physical planning.	Development and implementation of a skills development programme for physical planners.	The skills of provincial and national physical planners are developed and training is given.	The impact of skills development and training of provincial physical planners is evaluated, and the implementation of the programme expanded.	The implementation and sustainable skills development and training of provincial physical planners are achieved.

Directorate: Policy Support

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To facilitate organisational effectiveness by strengthening the use of education service delivery indicators.	The final Monitoring and Evaluation Framework is tested for use in the DoE and provinces.	The final Monitoring and Evaluation Framework is published and disseminated.	The components of the Monitoring and Evaluation Framework are reviewed.	On going use of Monitoring and Evaluation Framework in department for assessing progress and trends in provision.	On going use of Monitoring and Evaluation Framework in department for assessing progress and trends in provision.
	The 2004 annual report on education service delivery indicators is released.	The 2005 annual report on education service delivery indicators is released.	The 2006 annual report on education service delivery indicators is released.	The 2007 annual report on education service delivery indicators is released.	The 2008 annual report on education service delivery indicators is released.
To strengthen capacity building and skills development in education planning.	Resources and interns are identified for the wider implementation of education planning skills development programmes. Identification of opportunities for strengthening capacity for system monitoring and evaluation.	Evaluation report is produced on the impact that education planning skills development programmes have on system capacity of.	Funds are sourced for the provincial education planning internship programme. A postgraduate programme is designed on education planning.	Implementation of provincial education planning internship programme. Launch of postgraduate education planning programme.	An evaluation report is produced on the impact that education planning skills development programmes have on system capacity.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To coordinate and enhance the integration of reporting on Education for All initiatives and activities.	The 2005 Gender Equity Education for All Report is produced in collaboration with the Gender Equity Directorate for South Africa.	The 2005 Gender Equity Education for All Report for South Africa is disseminated and publicised.	A framework for the 2009 report on EFA is developed, incorporating the Millennium Development Goals.	Planning and preparations are finalised for the 2009 report on EFA.	The 2009 EFA Status Report on education interventions is produced, incorporating the Millennium Development Goals.
To facilitate research and analysis to support indicative planning in education.	A report is completed on strategies to improve attendance and participation. A study on learner transport systems is completed, with recommendations on how these can be optimised to improve participation, especially in rural areas. Resources are mobilised for an education production function study to quantify the determinants of learner performance.	The education production function study on the relationship between education outputs and inputs is completed. This report will propose and recommend areas for key investments in education. Completion of a study into the extent of home schooling.	A report is produced on an analysis of trends in key indicators in education and training, including the indicators of social development, cohesion, poverty, employment, youth development, nutrition, infrastructure, scarce skills and teacher quality.	Preparations are made and data compiled for a 15-year review report on the contribution of education and training to social development.	The 15-year review report on the education and training system in a democratic dispensation is produced, containing qualitative and quantitative information.
To liaise with and participate in social research networks on education development initiatives.	Ongoing. One seminar is convened on the development issues related to education service delivery.	Ongoing. One seminar is convened on the development issues related to education service delivery.	Ongoing. One seminar is convened on the development issues related to education service delivery.	Ongoing. One seminar is convened on the development issues related to education service delivery.	Ongoing. One seminar is convened on the development issues related to education service delivery.
To facilitate internal training and capacity development for sustainable education planning.	Staff members are developed for at least two weeks according to a development plan.	Staff members are developed for at least two weeks according to a development plan.	Staff members are developed for at least two weeks according to a development plan.	Staff members are developed for at least two weeks according to a development plan.	Staff members are developed for at least two weeks according to a development plan.

Directorate: Education Management Information Systems

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To implement the Education Information Policy.	The first set of information standards and guidelines is finalised and gazetted as regulations.	Half (50%) of the first set of approved standards and guidelines is implemented. A second set of information standards and guidelines is approved as regulations.	The first set of information standards and guidelines is fully implemented. One-quarter (25%) of the second set of approved standards and guidelines is implemented.	Half (50%) of the second set of approved standards and guidelines is implemented.	Three-quarters (75%) of the second set of information standards and guidelines is implemented.
	A tool for monitoring compliance with the Education Information Policy is developed. A report is produced on the assessment of provincial capacity to comply with the Education Information Policy.	Pilot study is done on the compliance-monitoring tool and it is enhanced accordingly.	The implementation of the first set of standards is monitored.	A progress report is produced on the implementation of standards.	The implementation of standards is monitored and the progress made with the implementation of standards reported.
To develop an integrated and comprehensive education management information system for better management, decision-making, planning, monitoring and evaluation.	System for dissemination of district level information on school performance is developed and implemented.	The 2005 system and learner performance data is disseminated.	The 2006 system and learner performance data is disseminated.	The 2007 system and learner performance data is disseminated.	The 2008 system and learner performance data is disseminated.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	The Enhanced Further Education and Training Management Information System (FETMIS) is developed as well as the school administration and management system (SAMS), and an additional 50% of schools in the nodal areas utilise SAMS for improved school management.	Enhanced SAMS and District Management System (DMS) and 25 % of all public schools utilise SAMS for improved school management.	Half (50%) of all public schools utilise SAMS for improved school management.	Three-quarters (75%) of all public schools utilise SAMS for improved school management.	All public schools have access to SAMS and have been trained to use the system.
	An audit is done of current systems and an implementation plan developed .a Funding is secured for the incremental implementation of an integrated education management information system network.	Implemented an integrated education management information system network in three provinces, including support to acquire resources, hardware and software.	Implemented an integrated education management information system network in six provinces, including support to acquire resources, hardware and software.	Implemented an integrated education management information system network in all provinces, including support to acquire resources, hardware and software.	A fully integrated education management information system is implemented and operational.
	Formal working partnerships and collaboration are established with other education information-gathering, analysing and disseminating bodies, namely StatsSA, HSRC, SAQA, CHE and NESIS/UNESCO to deal with data complementarity.				

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	Facilitation of the development of operational information systems used by other directorates (e.g. GET).				
	Completed the integration of EMIS databases and implemented the Business Intelligence Tool and a GIS system within the department.	Facilitation and support are provided for the implementation of business intelligence tools in provinces.	Capacity is developed for improved management of business intelligence and data warehousing.	EMIS systems, software and hardware infrastructure are maintained and enhanced for better performance.	EMIS systems, software and hardware infrastructure are maintained and enhanced for better performance.
	EMIS systems, software and hardware infrastructure are maintained and enhanced for better performance.	EMIS systems, software and hardware infrastructure are maintained and enhanced for better performance.	EMIS systems, software and hardware infrastructure are maintained and enhanced for better performance.	Production of a report on the 2007 national school survey.	A national public school survey is conducted to collect the key information required for planning, budgeting, monitoring and evaluation.
To improve the reliability and quality of statistical information on education.	A national public school survey is conducted to collect the key information required for planning, budgeting, monitoring and evaluation.	Production of a report on the 2005 national school survey.	A national public school survey is conducted to collect the key information required for planning, budgeting, monitoring and evaluation.	The 2008 annual survey forms are enhanced to meet the new requirements, and annual surveys are conducted.	The 2009 annual survey forms are enhanced to meet the new requirements, and annual surveys are conducted.
	The 2005 EMIS survey forms and database systems are enhanced to comply with approved data definitions, and surveys are conducted.	The 2006 annual survey forms are enhanced to meet the new requirements, and annual surveys are conducted.	The 2007 annual survey forms are enhanced to meet the new requirements, and annual surveys are conducted.	The learner record-based information system is completed.	The learner record-based information system is implemented.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	Explore and plan for an information system based on learner records.	Design and pilot studies are completed for an information system based on learner records.	The learner record-based information system is implemented.	The learner record-based information system is completed.	The learner record-based information system is implemented.
	Quality control systems are built into the broader EMIS survey collection processes.	A sample survey is conducted to quantify and improve the accuracy of the 2006 annual school survey data. The error margin of data collected from school surveys is reduced by 5% through the implementation and use of approved data quality-control systems.	A sample survey is conducted to quantify and improve the accuracy of the 2007 annual school survey data.	A sample survey is conducted to quantify and improve the accuracy of the 2008 annual school survey data.	A sample survey is conducted to quantify and improve the accuracy of the 2009 annual school survey data.
To analyse and disseminate information and to develop and improve EMIS capacity in this regard.	Production of a 2004 annual statistical publication. Analysis is completed of existing historical data in order to produce a report on the performance of the system. Publication of education statistical information on the departmental website.	Production of a 2005 annual statistical publication. Production of a summarised report and flyers on the 2006 education data by July. Publication of education statistical information on the departmental website.	Production of a 2006 annual statistical publication. Production of a summarised report on the 2007 education data by July. Publication of education statistical information on the departmental website.	Production of a 2007 annual statistical publication. Production of a summarised report on the 2008 education data by July. Publication of education statistical information on the departmental website.	Production of a 2008 annual statistical publication. Production of a summarised report on the 2009 education data by July. Publication of education statistical information on the departmental website.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	Conducted seminars and workshops to present reports and demonstrate the use of education statistics information.	Seminars and workshops are conducted on an ongoing basis to present data and demonstrate the use of education statistics information.	Seminars and workshops are conducted on an ongoing basis to present data and demonstrate the use of education statistics information.	Seminars and workshops are conducted on an ongoing basis to present data and demonstrate the use of education statistics information	Seminars and workshops are conducted on an ongoing basis to present data and demonstrate the use of education statistics information.
	Data analysis is done by establishing formal working partnerships and collaborating with other bodies that gather, analyse and disseminate education information. Three interns are recruited and trained to develop capacity in EMIS and planning. EMIS staff members are trained according to development needs.	Three interns are seconded to three provinces in need of technical assistance and the development of capacity in EMIS. Three interns are recruited and trained for the development of capacity in EMIS and planning. EMIS staff members are trained according to development needs.	Three interns are seconded to three provinces in need of technical assistance and the development of capacity in EMIS. Six interns are recruited and trained for the development of capacity in EMIS and planning. EMIS staff members are trained according to development needs.	Six interns are seconded to provinces in need of technical assistance and the development of capacity in EMIS. Six interns are recruited and trained for the development of capacity in EMIS and planning. EMIS staff members are trained according to development needs.	Six interns are seconded to provinces in need of technical assistance and the development of capacity in EMIS. Three interns are recruited and trained for the development of capacity in EMIS and planning. EMIS staff members are trained according to development needs.

CHIEF DIRECTORATE: BUDGET OFFICE
Directorate: Budget Monitoring and Support Office

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To promo optimal budgeting processes in provincial education departments. (M&E for Education System).	All staff in the newly created Budget Monitoring and Support Office are in place and oriented to their functions. A comprehensive report is produced on the processes and linkages required in fulfilling the function of the office.	A draft policy is formulated with regard to the coordination of the Provincial Education Budgeting processes.	The final policy, regulations and procedures for optimal provincial budgeting are approved.	A draft assessment and monitoring report on the implementation of policy is produced.	The final assessment and monitoring report on the implementation of policy is produced.
To ensure the effective allocation and utilisation of financial resources in education by provincial education departments.	Monitor and evaluate the report on the assessment of economic credibility and policy compliance of the strategic plans for 2004/05 that are compiled by provincial education departments (PEDs).	Monitor and evaluate the report on the assessment of economic credibility and policy compliance of the strategic plans for 2005/06 that are compiled by the PEDs.	Monitor and evaluate the report on the assessment of economic credibility and policy compliance of the strategic plans for 2006/07 that are compiled by the PEDs.	Monitor and evaluate the report on the assessment of economic credibility and policy compliance of the strategic plans for 2007/08 that are compiled by the PEDs.	A report is produced on the assessment of economic credibility and policy compliance of the strategic plans for 2008/09 compiled by the PEDs.
To ensure that standard and uniform reporting formats and programme structures of PEDs are developed.	Revised formats for PEDs: a) Budget Programme Structures b) Strategic Plans for PEDs c) Chart of Accounts d) MTEC process e) Annual reports.	Standard and uniform reporting formats and programme structures are utilised across PEDs.	Standard and uniform reporting formats and programme structures are utilised across PEDs.	Standard and uniform reporting formats and programme structures are utilised across PEDs.	Standard and uniform reporting formats and programme structures are utilised across PEDs.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To support provincial planning and reporting and to assess the future financial needs of the education system (M&E for Education System).	A draft long-range education financing, resourcing and costing plan is developed.	The long-range education financing, resourcing and costing plan is published.	A draft format and concept are developed for a comprehensive 5, 10 and 15-year report on the financial and funding situation in education financing .	A draft report is produced.	The final report is published.
To monitor and provide support to the Provincial Education budgeting processes (M&E for Education System).	Analyses are done of provincial expenditure and budget figures, strategic plans and annual reports, including inter-provincial comparisons, efficiency analyses and policy compliance reports.	Recommendations are made regarding improvements to financial management and planning policies and systems, from the institutional to national level.	Terms of reference are developed for a comprehensive 5, 10 and 15-year report on expenditure trends in provincial budgets.	A draft report is published.	The final report is published.

Directorate: Education Financial Planning

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To ensure the equitable distribution of financial resources and education funding relating to education policies.	A report is produced on the implementation of national norms and standards for funding in ordinary public schools, independent schools and ABET centres.	Monitoring reports are produced on the implementation of the national norms and standards for funding in ordinary public schools, independent schools and ABET centres.	A monitoring report is produced on the effectiveness of the national norms and standards for funding in ordinary public schools, independent schools and ABET centres.	Review is completed of the national norms and standards for funding ordinary public schools, independent schools and ABET centres.	An amendment is finalised for the national norms and standards for funding ordinary public schools, independent schools and/or ABET centres.
	The norms and standards for funding in FET colleges and ECD Grade R are approved and a report is produced on the effectiveness of the interim funding mechanism for FET colleges.	Assessment report is produced on the readiness of PEDs to implement the national norms and standards for funding in FET colleges and ECD Grade R.	Monitoring reports are produced on the implementation of the national norms and standards for funding in FET colleges and ECD Grade R.	Monitoring report is produced on the effectiveness of the national norms and standards for funding in FET colleges and ECD Grade R.	Review is completed of the national norms and standards for funding in FET colleges and ECD Grade R.
	Development of an inclusive education resourcing matrix. Report is produced on the current funding framework for inclusive education.	Development of the national norms and standards for funding inclusive education.	National norms and standards are approved for inclusive education. Preparatory work is undertaken for implementation of the norms in 2008.	Monitoring reports are produced on implementation of the national norms and standards for inclusive education.	Monitoring report is produced on the effectiveness of the national norms and standards for inclusive education.
To facilitate and support organisational and systems improvements in regard to funding policies.	A computerised financial information system is implemented in provincial education departments.	National database on school fees and exemptions is established and the terms of reference for developing a regulatory mechanism for fees are compiled.	Improved reporting, analysis and planning systems are in place and a draft regulatory mechanism for a fee framework is compiled.	Legislation on fees regulatory authority is finalised.	Systems are in place for the fees regulatory authority.

Directorate: Development Support

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To facilitate and support the development, coordination, monitoring and evaluation of conditional and donor grant programmes at national and provincial levels.	An annual evaluation report is produced on the 2004/5 conditional and donor grants, including quarterly coordinating, monitoring workshops and provincial monitoring and support visits. Needs assessment for extra-budgetary support is done.	An annual evaluation report is produced on the 2005/6 conditional and donor grants, including quarterly coordinating, monitoring workshops and provincial monitoring and support visits. Needs assessment for extra-budgetary support is done.	An annual evaluation report is produced on the 2006/7 conditional and donor grants, including quarterly coordinating, monitoring workshops and provincial monitoring and support visits. Needs assessment for extra-budgetary support is done.	An annual evaluation report is produced on the 2007/8 conditional and donor grants, including quarterly coordinating, monitoring workshops and provincial monitoring and support visits. Needs assessment for extra-budgetary support is done.	An annual evaluation report is produced on the 2008/9 conditional and donor grants, including quarterly coordinating, monitoring workshops and provincial monitoring and support visits. Needs assessment for extra-budgetary support is done.
	Structures to ensure the process of gathering information on needs are set up and a repertoire of needs to inform the development of grant proposals is approved by Senior Managers. Guidelines for the development of grant proposals are developed.	Provincial and national conditional grant coordinators are assisted with the development of feasible grant proposals for new conditional grants. Guidelines for project coordination are developed.	Draft Terms of Reference are developed for a comprehensive 5, 10 and 15-year report on conditional grants.	A draft comprehensive 5, 10 and 15-year report on conditional grants is produced.	The final comprehensive 5, 10 and 15-year report on conditional grants is published.
To facilitate and coordinate the development support – education project polices, structures and systems.	A database of donor funders to education is established, and donor coordination reports are produced.	A policy on education project funding is finalised.	Structures and staffing to manage project funding policies are in place.		

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To facilitate the development of feasible proposals in support of the Nepad/AU initiatives, as encapsulated in the President's vision.	Information on the Democratic Republic of the Congo (DRC) is gathered and draft proposals are developed in conjunction with the Social Cluster and DRC officials on education development initiatives in that country.	Visits are arranged and hosted for education specialists from SADC and other African countries.	A report is produced on development needs in SADC and other African countries.		
	Strategies are formulated for SADC and other African countries with critical education development needs.				

CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES PLANNING

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To facilitate quality improvement in the education system through the of Integrated Quality Management Systems (IQMS).	Provincial chambers implement the first phase of Integrated Quality Management Systems (IQMS) and in resolving disputes arising from it.	Entire procedure and processes of the IQMS are implemented.	The IQMS implementation is monitored.	IQMS review is completed.	The refined IQMS is implemented and a monitoring report is produced on the system.
To establish an effective Education Human Resources (EHR) Planning system.	Guidelines and strategy are formulated for the effective functioning of Education Human Resources (EHR) planning. Information needs and the sources from which data can be obtained are identified and are contained in an Information Management Strategy. Scarce skills and specific needs with regard to the supply, utilisation, demand, development and identity of teachers are investigated and implications for the system are identified and reported on.	Evaluation results are used to inform salary progression and performance rewards. The Education Human Resources (EHR) planning guideline is reviewed and refined. All captured data is audited and updated. Gaps in the supply of, demand for, utilisation and professional development of teachers are identified, and recommendations are made on addressing such gaps.	An audit of existing data and information systems is started. Local and international trends in EHR planning are monitored and the implications for EHR planning are presented in a report.	An audit of existing data and information systems is completed.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	The supply of teaching and other staff needs for the effective rollout of the FET-NCS is investigated and implications are presented.	Research topics are identified and investigated relating to recruitment and retention strategies for teaching staff. Statistical projections of the short, medium and long-term supply and demand of teachers and learners are developed.	Ongoing investigation into specific factors affecting the recruitment and retention of teachers are isolated and recommendations on improving the recruitment and retention strategies are implemented.	An Education Human resources data review is carried out to analyse staffing, projected attrition and replacement needs. A review of recruiting efforts is completed and hard-to-fill positions are identified. An educator skills inventory is drawn up and monitored to support developmental initiatives and match them to internal skills and competency requirements.	An investigation of changing skill requirements is carried out and a report produced on the impact on the current and future teaching workforce. The specific factors affecting the recruitment and retention of teachers are identified and investigated.
To develop norms for the provisioning of posts in respect of support staff, inclusive education and FET colleges.	An investigation into the posts required by schools and FET colleges together with the financial implications, is completed.	Norms in respect of schools are implemented in the provinces. An investigation into norms in respect of FET colleges is completed.	Appropriate norms in respect of FET colleges are implemented in the provinces.	Appropriate norms in respect of schools are reviewed.	Norms in respect of FET colleges are reviewed.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	Preparations for developing the post provisioning norms for Inclusive Education are finalised.	Recommendations are made on the post provisioning norms for inclusive education.	The post provisioning norms for inclusive education are developed.	The post provisioning norms are implemented in all provinces.	Norms are reviewed.
To review the educator post provisioning norms in respect of schools.	Research findings on a study into the impact of post provisioning norms on schools are analysed and used for amendments to the norms, where necessary.	The post provisioning norms are revised if indicated by the research.	Provinces are supported with the implementation of the norms and a monitoring tool is developed on this issue.	The impact of the norms on conditions of employment is assessed.	The post provisioning norms are reviewed.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To create a positive framework and maintain conditions of service for educators.	An agreement is concluded in the ELRC on the reward system for educators. A suitable model of incentives for educators is developed, using Mathematics and Science as a pilot case.	Educators receive rewards after evaluation. The incentive system is implemented in its entirety and a progress report is produced.	Monitor and evaluate the implementation of the reward system and compile a progress report for HEDCOM. The impact of implementing the incentive system is analysed with a view to improving the system. Refined and consolidated Personnel Administration Measures are developed.	Review the reward system for educators. A review of the incentive system for educators is completed. Implementation support for the Personnel Administration Measures is provided to provinces.	Revise the reward system, if necessary. Review of the effectiveness and impact of the Personnel Administration Measures (PAM) is completed.
To monitor and evaluate quality improvement in the education system.	A database on educators seeking employment and available vacant posts is established, along with guidelines for use and alignment to recruitment and placement processes.	Provinces are assisted with the appointment and placement of educators.	Provincial database systems are created to assist educators seeking appointments, along with guidelines for use and alignment to recruitment and placement processes.	The effectiveness of the database system is evaluated in terms of assisting with recruitment and placement.	A report is produced and recommendations made on the utility of the database systems.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To maintain and promote labour peace in education.	A Dispute Prevention Strategy is implemented in the education system.	Monitoring and evaluation reports are produced on the reduction in number of disputes.	Monitoring and evaluation reports produced on the reduction in number of disputes.	Report is produced on the effectiveness of the Dispute Prevention Strategy.	Review of the Dispute Resolution and Prevention Strategy and Systems completed.
	A 2004 report on Education Labour peace changes is produced.	A 2005 report on Education Labour peace changes is produced.	A 2006 report on Education Labour peace changes is produced.	A 2007 report on Education Labour peace changes is produced.	A 2008 report on Education Labour peace changes is produced.
To develop partnerships and strengthen relationships on labour relations in Africa and internationally.	A conference is convened on education labour issues, such as teacher migration and recruitment strategies, and participants from other parts of Africa (SADC in particular) are invited to present papers.	A study tour is made to SADC countries to examine other models of education labour relations.	Engagements are intensified with other countries in Africa on topical issues in labour relations that enhance Nepad.	A study tour is completed to other parts of Africa to examine other models of education labour relations.	A report is produced on education labour relations issues that affect the continent, including the SADC region.
To oversee compliance with objectives of the national Human Resources Development (HRD) Strategy.	Ensure compliance with the National Skills Development Strategy and develop an implementation plan for the strategy. Revise the labour market indicators related to the national Human Resources Development Strategy.	Investigate labour market needs and the placement of graduates. Coordinate the government's reporting on the requirements of NSDS and HRD strategies.	Report on the needs and monitor the compliance of other departments in implementing the NSDS. Ongoing coordination of the government's reporting on the requirements of NSDS and HRD strategies.	Evaluate the impact of the revised NSDS and report.	Revise if necessary but monitor progressive implementation.
	Develop a National Framework for the Public Education Sector Skills Plan and facilitate its implementation through the responsible ETDP SETA.	Investigate the development of a Public Education Sector Skills Plan (PESSP).	Support the provinces with implementing the Public Education Sector Skills Plan.	The review of the Public Education Sector Skills Plan is completed.	The amendment to the Public Education Sector Skills Plan is completed, based on the review.

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5.4 Quality Promotion and Development

Mrs Palesa Tyobeka
Deputy Director-General: Quality Promotion and Development Branch

QUALITY PROMOTION AND DEVELOPMENT: STATEMENT OF PRIORITIES FOR 2005 ONWARDS

The Quality Promotion and Development Branch's mandate is threefold:

- To drive quality improvement through ensuring the availability of credible and up-to-date data on the performance of learners and educational institutions;
- to protect the right to quality education and ensure meaningful participation by all children, particularly children at risk; and
- to build social cohesion in the system by ensuring that all education institutions embrace the values enshrined in the Constitution, placing special emphasis on equity and non-racism.

The key thrust of the programmes is a continuous improvement in attainment of learning outcomes by all and bridging the quality divide between previously advantaged and previously marginalised schools or communities.

The key levers to be used to this end are the following:

- Regular assessment of the achievement of specified learning outcomes in critical learning areas at various levels of the system;
- strengthened support for the implementation of the Whole School Evaluation Policy at school and district level;
- the refocusing and broadening of health programmes within education to ensure the overall well-being of both learners and educators;
- policy guidelines for the management and coordination of school sport, arts and culture;
- a resourcing strategy to increase access to and participation in rural and urban nodes in the Integrated Sustainable Rural Development Programme and Urban Renewal Programme;
- the implementation of the recommendations of the Ministerial Committee on Gender Equity to ensure equality and parity in the education system and provide a positive learning experience for girls.

In the next period, the above programmes will work to guarantee access to and the completion of quality education by children at risk as well as raise accountability levels towards quality educational outcomes overall. The focus on the nodes identified in the ISRDP and the URP, as well as the School Feeding Programme which prioritises the feeding of learners at schools in the poorest two quintiles, will ensure the appropriate targeting of resources to secure equity in provisioning. The focus on race, values and gender will support Government's programme towards a just and equitable South African society.

CHIEF DIRECTORATE: QUALITY PROMOTION AND ASSURANCE
Directorate: National Assessments & Research

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To develop a new national assessment model to strengthen understanding about how learners perform in identified learning areas/programmes.	Development and dissemination of a report on the findings of the survey on performance of Grade 6 learners in identified learning areas. Drafting of an alternative model of learner performance to strengthen understanding of what affects learner achievement.	Implementation of the systemic assessment model in 10% of districts/regions.	Implementation of the systemic assessment model in 30% of districts.	Implementation of the national systemic assessment study in Grade 8.	Implementation of the systemic assessment model in 30% of districts.

Directorate: Whole-school Evaluation

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To develop and maintain a culture of self-evaluation by educational institutions against the nine cross-organisational aspects identified as the key characteristics of effective schools, to ensure continuous development.	All provinces have staff trained to implement and manage the school self-evaluation processes, as a prelude to implementing the school improvement plan.	Improvement in number of schools undergoing self-evaluation processes as a prelude to implementing the school improvement plan.	All rural and farm schools implementing school self-evaluation processes as a prelude to implementing the school improvement plan.	Most (80%) of all schools in all provinces are implementing the school self-evaluation processes, as a prelude to implementing the school improvement plan.	School self-evaluation processes are part of the normal functioning of all schools, as a prelude to implementing the school improvement plan.
	An intervention plan is developed and implemented in 50% of under-performing secondary schools (including training the principals on school self-evaluation and on implementing the school improvement/development plan).	An intervention plan is developed and implemented in 60% of under-performing secondary schools (including training the principals on school self-evaluation and on implementing the school improvement/development plan).	An intervention plan is developed and implemented in 70% of under-performing secondary schools (including training the principals on school self-evaluation and on implementing the school improvement/development plan).	Intervention plan developed and implemented in 80% of under-performing secondary schools (including training the principals on school self-evaluation and on implementing the school improvement/development plan).	Intervention plan developed and implemented in all under-performing secondary schools (including training the principals on school self-evaluation and on implementing the school improvement/development plan).

CHIEF DIRECTORATE: SPECIAL PROGRAMMES IN EDUCATION
Directorate: School Enrichment Programmes

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To increase access to and participation in sport, arts, culture and music.	A strategy document, informed by the nodal audit on sport, arts, culture and music, is compiled and includes a resourcing plan.	The availability of sport, arts, culture and music facilities is increased for clusters of schools in all nodal areas. A national audit of the availability of sport, arts, culture and music facilities is completed. A baseline study on the participation of previously marginalised groups is completed.	Implementation of a national strategy to increase the availability of sport, arts, culture and music facilities. A bursary scheme is designed and implemented for talented youth.	A monitoring report is produced on the availability of sport, arts, culture and music facilities, and the participation of marginalised young people in the above areas. A bursary scheme is in place for talented youth.	A national strategy to increase the availability of sport, arts, culture and music facilities is reviewed, based on findings of the monitoring exercise. The bursary scheme is evaluated and reviewed.
To improve teachers' capacities in sport, arts, culture and music.	Identification of teachers with interest and capacity in sport, arts, culture and music. A teacher development and provisioning strategy is formulated and incorporated into the emerging national teacher development framework. Rollout plan for the GET training of teachers in human movement is included in the curriculum at provincial level.	Teacher training programmes are developed in sport, arts, culture and music in nodal areas. Rollout plan for GET training of teachers on human movement is included in the curriculum at all schools.	Teacher training programmes are implemented in selected provinces.	The teacher training programmes are monitored, reviewed and refined.	A review report on the recommendations implemented and on the teacher development and provisioning strategy is updated to include findings.

Directorate: Gender Equity

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To increase the focus on and raise awareness of gender equity in education.	Report of the Ministerial Committee on Gender Equity in Education is released.	Recommendations of the Ministerial committee are embodied in a programme of action, where possible.	Support is provided to all provinces on the implementation of the policies and recommendations of the Ministerial committee.	Monitoring and support of the implementation of policies and the recommendations of the Ministerial Committee on Gender Equity.	Report is completed on the implementation of the recommendations made by the Ministerial committee.
	Sexual Harassment Policy and guidelines on the management of pregnant learners are developed.	Provincial gender officers and district managers are familiarised with the Sexual Harassment Policy and Learner Pregnancy Guidelines to assist schools with the school-based implementation of guidelines.	Report is produced on the impact of new policies on schools and on the education of girls.	Support to provinces on policy implementation is strengthened on basis of report.	
	Guidelines are provided to all schools on celebrating national women's days.	All provinces have programmes to mark national women's days.	Half (50%) of all schools mark national women's days.		
	Baseline information on attitudes to gender equity is available to guide further work.	Advocacy on gender equity is informed by baseline report.	Advocacy is strengthened in line with the report.	The report is available on programmes in schools as well as their impact. A follow-up survey is done on the attitudes relating to gender equity.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To create a positive learning experience for girls throughout the education system	Threats to girls' education are identified and documented.	A programme to reduce the identified threats is developed and targets are set.	A monitoring and evaluation tool against set indicators is developed and implemented.	A report is published on the impact of the programme to reduce threats to girls' education.	Publication on success stories in girls' education is distributed widely throughout the system.
	Information on special forums/clubs to nurture girls e.g. GEM is made available to all schools.	Strategy to increase clubs and forums, which build the self-image of girls, is formulated and implemented.	Girls participate meaningfully in forums/clubs in at least 1 500 schools nationally.	Girls participate meaningfully in forums/clubs in at least 50% of all high schools.	A study is completed on the impact of clubs on girls' empowerment.
	Modules on gender equality, masculinity, femininity and life skills to prevent new HIV infection are contained in educators' and peer educator training in three provinces.	Modules are being used in training in three provinces and being developed in three additional provinces.	Of all districts nationally, 60% have at least two educators trained in gender equality, masculinity, femininity and life skills to prevent HIV infection.	Of all districts nationally, 80% have at least two educators trained in gender equality, masculinity, femininity and life skills to prevent HIV infection.	All districts have educators trained in gender Equality, masculinity, femininity and life skills to prevent HIV infection.
	Strategy is formulated to monitor and track girls' access to education, their success in the education process particularly in key subjects and areas, and through education.	More girls exit the system with a quality matriculation certificate.	There is a significant increase in the number of girls registering for and succeeding in Mathematics, Science and Technology.	There is a significant increase in the number of girls entering and succeeding at tertiary level in critical skills areas.	A comparative survey of girls' success with entering the job market is completed.
	A national strategy on mentoring girls is formulated.	A strategy on mentoring girls is implemented in three provinces, according to guidelines.	The review of the mentoring strategy is completed.	Guidelines on the mentoring of girls are reviewed and informed by a review of the implementation in three provinces.	A refined national strategy on mentoring girls is implemented in all provinces.
To set targets and monitor gender parity and equality at all levels of the system.	A monitoring instrument is developed.	Monitoring and reporting compliance is achieved at national and provincial offices.	Monitoring and compliance to set targets at district level.	There is monitoring and reporting compliance in 20% of educational sites.	There is monitoring and reporting compliance in 50% of all educational sites.

Directorate: Race and Values in Education

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To ensure that all schools are supported to promote non-racism and equality in their ethos, policies and practices.	Key staff members in schools support the structures closest to the school and are trained to give support to schools in order to promote non-racism and equality in their school's ethos, policies and practices.	At least one official per district/circuit and cadre of key managers in selected districts/circuits is trained in non-racism, equality and human rights.	A provincial and district support network is in place for schools requiring support in order to reflect the values of non-racism, equality and democracy in the school ethos, policies and practices.	A provincial and district support network is in place for schools requiring support in order to reflect values in the school ethos, policies and practices.	Schools are supported on an ongoing basis.
	The Whole School Development Model is tested and pilot studies are done in ten schools each in Mpumalanga and the Western Cape.	An additional cohort of schools participates in Whole School Development.	Provincial and district officials are given the capacity to assist and support schools that are participating in Whole School Development.	A national seminar is hosted on Whole School Development to reflect on the lessons of the project. A Whole School Development Manual is distributed to all schools.	A significant number of schools demonstrate adherence to the values relating to the school ethos, policies and practices.
	All training programmes for School Governing Bodies (SGBs), managers, School Management Teams (SMTs) and Representative Councils of Learners (RCL) contain modules on how to govern schools in relation to non-racism and equality. A campaign is launched to all schools via SGBs, SMTs and RCLs, showing the links between the value of democracy at school level and the local government elections.	Some (30%) of SGBs have policies in place on how to govern schools in relation to non-racism and equality.	Half (50%) of all SGBs reflect the racial composition of the learner component of their schools. Half (50%) of SGBs have policies in place on how to govern schools in relation to non-racism and equality.	Most (70%) of SGBs have policies in place on how to govern schools in relation to non-racism and equality Indicators show evidence of increased sensitivity to non-racism and equality among the leadership and management structures.	All SGBs have policies in place on how to govern schools in relation to non-racism and equality. There is evidence of the increased effectiveness of SGBs with integrating and changing the schooling and societal contexts.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To ensure the implementation of the Racial Integration Strategy that promotes racial integration as a positive aspect of education throughout the system.	Guidelines are distributed to all schools on how to manage schools in relation to the values of the Constitution.	Management and leadership skills are tangibly improved through the use of the guidelines.	There is evidence of a continuous review of school policies to reflect the values of the Constitution.	There is evidence of increased sensitivity among the leadership, resulting in the inclusive ethos and culture of schools.	There is evidence of increased sensitivity among the leadership, resulting in the inclusive ethos and culture of schools.
	The Racial Integration Strategy is distributed to all education institutions. A coordinated advocacy strategy to accompany the distribution of the strategy is in place.	Provincial and district structures are in place to support the implementation of the strategy. Intervention teams consisting of national, provincial and district officials are set up and trained to deal with racial incidents. All (91) district managers are trained to implement the Racial Integration Strategy. All districts have policies with clear procedures for dealing with incidents of racism, racial discrimination or harassment. All provinces have reporting mechanisms in place through which communities can report incidents of racial discrimination.	Of all education institutions (GET, FET and HE) 40% have structures (policies, intervention teams, training programmes and monitoring mechanisms) in place to deal with racial discrimination.	Of all education institutions (GET, FET and HE) 70% have structures (policies, intervention teams, training programmes and monitoring mechanisms) in place to deal with racial discrimination.	All education institutions (GET, FET and HE) have structures (policies, intervention teams, training programmes and monitoring mechanisms) in place to deal with racial discrimination. An impact study on the implementation of the strategy is finalised.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To monitor compliance with the values of non-racism and equality in all education institutions.	An instrument, which monitors compliance with the values of non-racism and equality, has been developed and is used in all provinces. The first national monitoring report is compiled and submitted to the Minister. A database on racism and human rights violations in education is available.	Monitoring on compliance with the values of non-racism and equality is included in all national and provincial DoE monitoring instruments, such as EMIS and Whole School Evaluation. National monitoring report is submitted to the Minister. A database on racism and human rights violations in education is updated and maintained.	Compliance with the values of non-racism and equality is monitored in all provinces at all levels of the system. The database on racism and human rights violations maintained. National monitoring report is submitted to the Minister.	All principals of institutions provide annual monitoring reports to districts. A national monitoring report is submitted to the Minister. The database is updated and maintained.	Monitoring occurs at all levels of the system. National monitoring report is submitted to the Minister. The database is updated and maintained.
To ensure that all teacher development programmes prepare teachers to teach in a manner which promotes the values of non-racism and equality.	All inset programmes for retraining teachers are in line with the RNCS and reflect the values of the Manifesto with particular emphasis on non-racism and equality.	All inset and preset programmes prepare teachers to teach in a manner which reflects the values of non-racism and equality.	An increased number of teachers have the capacity to integrate the values of the Manifesto into their practice. with particular emphasis on non-racism and equality.	Of all schools 40% have teachers trained to integrate values into their practice.	Most (60%) of all teachers are trained to integrate values and human rights into their practice.
	Support materials are provided for teachers in each GET phase and FET to 1 800 schools in selected districts, enabling the successful teaching of values and human rights across the curriculum. Short courses on values and human rights courses are registered for teachers.	Support materials are provided for teachers in each GET phase and FET to all schools in selected districts, enabling successful teaching of values and human rights across the curriculum. There is a 20% increase in the number of teachers who complete the short courses.	A database of values and human rights learning and teaching support materials is available to all provinces, districts and schools. There is a 20% increase in the number of teachers who complete the short courses.	A web portal is developed to make values and human rights learning and teaching support materials available. 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.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To promote social cohesion and a national identity by celebrating unity in diversity in a South African and broader continental identity.	Of all schools, 30% celebrate national days and develop programmes on significant South African and international days.	Half (50%) of all schools celebrate national days and develop programmes around significant South African and international days.	Most (70%) of all schools celebrate national days and develop programmes around significant South African and international days. There is greater awareness of unity in diversity in a South African and broader continental identity.	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 is finalised and distributed to all districts. A training programme for provincial and district officials is finalised to mediate the use of the National Symbols Booklets in schools. All schools in the nodal areas raise the national flag and learners are able to sing all the verses of the national anthem. Cooperation with Constitution Hill is strengthened to promote constitutionality and the Bill of Rights.	The National Symbols Booklet is distributed to all schools via the districts. The monitoring tool is in place to ensure that all schools have received the National Symbols booklet with support from provincial and district officials. Of all schools 30% raise the national flag and learners are able to sing all the verses of the national anthem.	A national sample of schools is identified to monitor usage of the National Symbols Booklet. Half (50%) of all schools raise the national flag and learners are able to sing all the verses of the national anthem.	Impact indicators show that schools are increasingly identifying with the national symbols. Most (80%) of all schools raise the national flag and learners are able to sing all the verses of the national anthem. All schools display their own symbols - flags, mottoes, insignia and school songs - that reflect the new patriotism and the diversity of our country.	Schools embrace the national identity thus promoting constitutional values and nurturing the new patriotism. All schools raise the national flag and learners are able to sing all the verses of the national anthem.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	A popular version of the Final TRC Reports is finalised and distributed to all schools. A publication on the apartheid education submissions is finalised and distributed to all FET and HE institutions.	The lessons of the TRC are taught in schools and learners understand the significance of the TRC process, especially at FET and HE levels.	There are greater social cohesion and levels of reconciliation in the education system.		
To ensure that all youth are able to participate as active and responsible citizens.	Representative Councils of Learners (RCLs) in nodal areas are trained to participate constructively in the governance processes at schools. Greater participation by young people in the local government elections.	A total of 2 000 youths in the nodal areas are recruited to participate in moral regeneration activities in their communities.	Nodal area youths develop programmes in conjunction with the Moral Regeneration Movement to promote significant national days within their communities.	An increasing number of young people in the nodes are involved in community projects during weekends and holidays.	The young people in the nodes are increasingly opposed to crime, drug abuse, sexual violence and suicide. There is greater awareness of the importance of democracy and civic responsibilities, including freedom of association and reconciliation.

CHIEF DIRECTORATE: HIV and AIDS AND NUTRITION
Directorate: HIV and Aids

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To improve understanding of the health-related issues that impact on the education system.	Joint strategic framework based on the school health policy is provided in collaboration with the Departments of Health and Social Development.	Programmes are implemented, which reduce risky health behaviours among the youth.	The implemented programmes are evaluated. Appropriate programmes are developed for the teaching service.	The integration of HIV and Aids indicators into current EMIS is completed. Gaps are identified and addressed.	Education planning is responsive to emerging trends in health education.
To ensure comprehensive and integrated planning for health education across all levels of the system.	Strategic leadership and support are provided to provinces to ensure the integration of health education across the system.	The strategic plans based on emerging evidence and priorities across the system are strengthened.	Programmes for mitigating the impact of health-related barriers across the system are reviewed and evaluated.	Gaps are identified and addressed.	The implementation of a system-wide programme on health education at national and provincial level is consolidated.
To ensure adequate access to appropriate information on health promotion by all within the system.	The most common health risk behaviours among educators, non-educators and learners are identified. Wellness programmes are developed.	Promotional material is developed and distributed to address emerging evidence and trends throughout the system. Wellness programmes are piloted / implemented in selected areas.	Systems are established to monitor the success of promotional materials on health behaviours throughout the education system. Wellness programmes are expanded.	Gaps are identified and addressed. Wellness programmes are implemented.	The impact of health-promoting materials and wellness programmes on learner and educator behaviour regarding health-related issues is evaluated.
To ensure inter-sectoral collaboration and support of Health Education programmes.	A programme of collaboration and participation between DoE and stakeholders developed and implemented.	Inter-sectoral Health Education programmes strengthened.	Impact of the community mobilisation programme evaluated.	Gaps are identified and addressed.	Strategic partnerships are maintained and strengthened.

Directorate: Nutrition

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To contribute to enhanced learning capacity through school feeding.	Baseline information is available about schools where learners are at high risk of lowered learning capacity due to inadequate nutrition.	A national targeting strategy is in place and ensures access to school feeding by all learners who are at high risk of lowered learning capacity due to inadequate nutrition.	A 70% access rate to school feeding by learners at high risk of lowered learning capacity is achieved.	An 80% access rate to school feeding by learners at high risk of lowered learning capacity is achieved.	A 95% access rate to school feeding by learners at high risk of lowered learning capacity is achieved
	Baseline information is available on the nutrition status of current school-feeding menus.	A national strategy is in place for adjusting the revised menu options to fulfil the recommendations of the baseline study.	A significant improvement is made in offering menus that comply with inter-national standards for school feeding.	A 50% improvement is made in offering menus that comply with international standards for school feeding.	A 70% improvement is made in offering menus that comply with international standards for school feeding.
	Baseline information is available on the status of health and hygiene at food preparation and/or serving points.	There is a national strategy to ensure compliance with the recommended health and hygiene standards at food preparation/serving shelters.	A significant improvement is achieved in complying with the recommended health and hygiene standards at food preparation/serving shelters.	A 50% improvement is achieved in complying with the recommended health and hygiene standards at food preparation/serving shelters.	A 70% improvement is achieved in complying with the recommended health and hygiene standards at food preparation/serving shelters.
To generate food production and economic activity in communities in order to improve household food security.	There are 90 food production projects in place at schools in nodal districts.	There are 180 food production projects in place at schools in nodal districts.	There are 270 food production projects in place at schools in nodal districts.	There are 360 food production projects in place at schools in nodal districts.	There are 450 food production projects in place at schools in nodal districts.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	Food security projects, involving government departments, communities, NGOs and business, are piloted by the DoE in 10 nodal districts.	Provincial strategies are in place to roll out food security projects, involving government departments, communities, NGOs and business.	Provinces roll out food security projects involving government departments, communities, NGOs and business.	There is a 50% increase in the incidence of food security projects driven by NSNP food security teams.	There is a 70% increase in the incidence of food security projects driven by NSNP food security teams.
	NSNP models that stimulate economic activity in nodal districts are piloted in 10 nodal districts.	Provincial strategies are in place to roll out NSNP models that stimulate economic activity in nodal districts.	Provinces roll out the NSNP models that stimulate economic activity in nodal districts.	There is a 50% increase in the incidence of NSNP models that stimulate economic activity in nodal districts.	There is a 70% increase in the incidence of NSNP models that stimulate economic activity in nodal districts.
To strengthen nutrition education in the school curriculum and the community in general.	Baseline information is available on the role of parents and teachers in promoting healthy nutrition and lifestyles.	A strategy is in place to ensure that parents and teachers promote healthy nutrition and lifestyles among learners.	There is a significant improvement in the role played by parents and teachers in promoting healthy nutrition and lifestyles among learners.	There is a 50% improvement in the role played by parents and teachers in promoting healthy nutrition and lifestyles among learners.	There is a 70% improvement in the role played by parents and teachers in promoting healthy nutrition and lifestyles among learners.
	Baseline information is available on the current performance of South Africa with regard to Millennium Development Goals (MDG), such as access to food and universal primary education.	A DoE strategy is in place to support good performance by South Africa on the MDG that highlights access to food to ensure quality primary education.	There is a significant improvement in achieving the MDG with regard to quality primary education through access to food by learners.	South Africa achieves a 50% score in meeting the MDG with regard to access to quality primary education through access to food by learners.	South Africa achieves a 70% score in meeting the MDG with regard to quality primary education through access to food by learners.

Directorate: Social Issues Management

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To make all education institutions safe learning environments.	A document outlining the characteristics of safe schools is developed and circulated to all provinces.	All schools in 63 priority areas identified by SAPS have established School Safety Teams.	A report on safety conditions in all schools in the 63 priority areas completed.	Most (70%) of all education institutions have established School Safety Teams.	All education institutions have established School Safety Teams.
	Framework for collaboration between Safety and Security and Education Departments to prevent social crime is announced by the two ministers.	Key programmes run jointly by SAPS and Education are identified, jointly funded and implemented.	First report on SAPS/DoE collaboration towards safer schools completed.	Joint programmes are extended to all provinces beyond the 63 priority areas on the basis of the first report.	Publication on success stories on creating safer schools is available.
	Training in Signposts for Safe Schools is rolled out to 20% of all schools identified (by both education and SAPS) as being at risk.	Training in the Signpost for Safe Schools is extended to all schools in the priority areas identified.	Half (50%) of all districts nationally have conducted training for their schools on Signposts for Safe Schools.	Analysis of impact of training in Signposts for Safe Schools is completed.	Guidelines on creating safe schools are reviewed, based on the analysis of the impact of training in Signposts.
	Half (50%) of all trained schools have developed context-specific policies and programmes to address the challenges of safety. Guidelines on the prevention and management of substance abuse are finalised and distributed to all schools.	All schools in the high priority areas have developed context-specific policies and programmes to address the challenges of safety. Support is provided to prioritised schools on the use of guidelines to implement the Drug Abuse Policy.	Most (75%) of all schools nationally have developed context-specific policies and programmes to address the challenges of safety. Audit of usage of guidelines and implementation of drug management policy is completed.	Survey on levels of safety in prioritised areas completed.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
	Pilot projects on drug education in schools are launched in partnership with the UNODC.	Drug education, in partnership with the UNODC, is rolled out to all schools in areas at risk.		Support is provided to schools nationally on the implementation of guidelines to support the management of drug abuse in schools and FET institutions.	There is a significant decrease in drug-related incidents in schools and FET institutions.
To create safety nets for children at risk.	Profile of children at risk of not accessing education is developed jointly with other government departments in the social cluster.	Strategy is in place to guarantee education to children at risk and being implemented for the different categories of children in at least three provinces.	Rapid audit of adequacy of programmes running in the three provinces is completed.	All provinces are implementing programmes to protect the right that children at risk have to education.	Monitoring and evaluation tool is developed to record progress in this area.

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5.5 Higher Education

Mrs Nasima Badsha
Deputy Director-General: Higher Education

HIGHER EDUCATION: STATEMENT OF PRIORITIES FOR 2005 ONWARDS

The key function of the Higher Education Branch is to provide strategic direction in the development of an effective and sustainable higher education system and to manage the government's responsibilities for the regulation of the higher education system. The plans are intended to identify the key strategic priorities for the Branch's activities in the mentioned years.

Key policy and programmatic thrust of the plans

The plans are based on the policy goals and objectives outlined in Education White Paper 3: A Programme for the Transformation of Higher Education (1997), and the framework for the implementation of those goals and objectives, which are contained in the National Plan for Higher Education (2001). The plans underpin the commitment of the Ministry to supporting quality improvement, efficiency and effectiveness, as well as equity in the higher education system. In this regard, the specific focus of the plans includes the implementation of the institutional restructuring proposals, the phasing-in of the new funding framework and associated processes in general and the development of an enrolment planning framework in particular, the development of a differentiated system linked to programmes and qualifications, the promotion of research, and the monitoring of equity and transformation goals and indicators.

There has been growing concern in the past period that focused attention should be given to ensuring that the higher education system plays its role, as part of the broader National System of Innovation, in overcoming the challenge of producing a new generation of academics and transforming its social composition. The Higher Education Branch will endeavour to identify ways in which its programmes and initiatives can be more effectively mobilised to address this challenge.

Highlights of the plans

The key strategic objectives of the plans are as follows:

1. To support the production of the high-quality graduates needed for the social and economic development of the country. Particular attention will be given to enrolment planning for the higher education system and the alignment during the period 2005-2009 of student growth with the availability of resources. In this regard a study will be initiated to assess the macro-funding requirements for a sustainable, affordable and quality higher education system, which is responsive to national policy goals and objectives.

Attention will also be given to the full implementation of the new funding framework, including effecting any changes that may be required as a result of existing weaknesses or gaps. This will include the development of a framework for the allocation of research development funds, which will be undertaken in conjunction with the Department of Science and Technology and the National Research Foundation.

The goal and objectives, including targets and indicators, in the National Plan, which was adopted in 2001, will be assessed and revised as necessary. The draft of a new qualifications framework for higher education was released in 2004. This will be finalised during 2005 in alignment with the revised NQF framework.

With the introduction in 2006 of the new curriculum for Grades 10-12, the FETC will replace the current senior certificate examination from 2008. In this regard, during the first half of 2005, the new statutory minimum requirements for entry to higher education will be finalised. In the subsequent years, and especially in the context of the rejuvenation of FET colleges, attention will be given to the interface between higher and further education, particularly to promote student mobility.

2. To achieve equity in the South African higher education system. Enrolment and graduation patterns will be monitored, among other things, to assess their impact on the achievement of race and gender equity. The level of participation in higher education by adult learners will also be monitored to assess the system's response to lifelong learning. The impact of institutional culture on the achievement of equity goals will be examined with a view to informing best practice at the institutional level.

3. To achieve diversity in the South African education system. The implementation of the new institutional landscape is in progress. The Branch will monitor the ongoing implementation of the restructuring of institutions and facilitate the achievement of the broader policy objectives informing the restructuring exercise. As part of the ongoing planning processes, academic programmes, particularly at postgraduate level and in high-cost fields, will be identified for possible regional rationalisation. This exercise will be based on the current "programme and qualification mix" of institutions, which provides a comprehensive audit of the existing programme offerings at all levels of higher education. In view of the reshaping of the landscape of the higher education system, attention will also be given to ensuring institutional diversity through, for example, programme differentiation. Continued attention will be given to supporting the governance capacity in higher education through the development of a framework for student governance and an evaluation of the role of institutional forums.

4. To promote and sustain research in the higher education system. The focus will be on the implementation and monitoring of the new policy for the measurement and reward of published research output. The measurement of and reward for research output in the performing and creative arts will also be reviewed. In addition, the particular role of universities of technology in research and development will be assessed, with a view to enhancing innovation in these institutions.

5. To promote and support a leadership role for South Africa in responding to the African Renaissance and Nepad. A national conference will be convened on African studies in order to provide a platform for debate among scholars from South Africa and the rest of the continent. The Higher Education Branch will also engage with the sector in order to support curriculum development initiatives, and in particular those that seek to address the curriculum and its links to identity and values.

The proposed interventions and activities to achieve each of the strategic objectives outlined above, as well as performance indicators and time frames, are contained in the detailed plans.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To support the production of the quality graduates needed for the social and economic development of the country.	Enrolment planning framework for 2005 – 2009 academic years is finalised. Report on the study into the macro-funding requirements for higher education is released. Investigations into changes to the new funding framework are finalised. The framework for the allocation of research development funds is approved. The National Plan for Higher Education is revised. New higher education qualifications framework is adopted.	Implementation of approved planning framework through to 2009. Implementation of approved changes to the funding framework and ongoing monitoring of the funding framework. Ongoing implementation of the National Plan for Higher Education. Implementation of framework.			
To achieve equity in the South African higher education system.	Equity and graduation rate targets for higher education institutions are established.	Higher education institutions' equity and graduation rates are monitored up to 2009.			

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005	2006	2007	2008	2009
To achieve diversity in the South African higher education system.	Facilitate and monitor the implementation of the restructuring of institutions, including providing technical support.				
To provide institutional support to higher education institutions.	Student governance framework is developed. Review of institutional forums.	The student governance framework is considered by higher education institutions and constituencies. Findings of review are considered.	Facilitation and implementation of student governance framework. The necessary legislative and policy changes are effected.	Policy changes are implemented.	The effectiveness of institutional forums is monitored.
To promote and sustain research in the higher education system.	The implementation of the new research policy is facilitated and monitored. The measurement and reward of arts research output are reviewed.	New evaluative instruments are developed.	The implementation of new instruments is facilitated.		
To promote a leadership role for South Africa in responding to the African Renaissance and Nepad.	A conference on African Studies is facilitated and convened.	Continuing the provision of a platform for debates among scholars from South Africa and the rest of the continent.			

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5.6 Corporate Services

Mr Philip Benadé
Chief Financial Officer

CORPORATE SERVICES: STATEMENT OF PRIORITIES FOR 2005 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, security and asset management.

Also located in this Branch are the Office of the Ministry, the Chief Directorates: Executive Management, the Office of the Director-General, that include the 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, and the other Chief Directorates report to the Director-General for line function responsibilities, but for their administration responsibilities they report to the Branch Head: Administration.

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

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

In addition, the strategic priorities in the years from 2005 relating to the functions of strategic planning, provincial coordination 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, mplementing a monitoring system and strengthening 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; and
- Formulating the Department's Communication Strategy.

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES				
	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
To forge greater collaboration in education between South Africa and countries of the south.	Strategic areas of cooperation with priority countries of the South are identified and frameworks for trilateral and bilateral implementation developed.	Priority programmes are implemented within trilateral and bilateral frameworks.	Cooperation modalities are monitored, reviewed and aligned with DOE priorities.	The implementation of programmes is reviewed.	The implementation of programmes is reviewed.
To strengthen South Africa's solidarity and leadership in education in Africa through bilateral, multilateral and outreach initiatives.	Policy guidelines are compiled and structures established to build capacity for bilateral, multilateral and outreach activities.	Systems are developed and procedures established for the phased implementation of policy guidelines.	Continuing the implementation of policy guidelines; monitor, review and realign the cooperation modalities.	Ongoing	Ongoing
To integrate and co-ordinate UNESCO activities effectively in national departments, cooperating with civil society organisations.	An audit report is produced on the UNESCO programmes and activities in education, culture, science and communications. The realignment of UNESCO projects and resources in relation to South African national priorities and Nepad is completed.	Government priorities relating to achieving the Nepad goals are implemented.	UNESCO programmes and activities are monitored and evaluated.	A report is produced on the impact of UNESCO programmes in relation to government priorities.	UNESCO programmes are examined in line with the priorities of the newly appointed government in South Africa.

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6. One-year Branch Operational Plans

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6.1 General Education and Training

CHIEF DIRECTORATE: CURRICULUM AND ASSESSMENT
Directorate: Early Childhood Development

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To increase the reach of quality integrated ECD services, including Grade R, to the most marginalised.	Manage the attainment of the targeted number of learners in Grade R classes in collaboration with provinces.	May 2005	A total of 400 000 learners are enrolled in Grade R classes.	R50 000
	Manage the finalisation of the framework for the conditions of service for Grade R educators and circulate to provinces.	May 2005	Approved guidelines for the conditions of employment for Grade R educators.	R100 000
	Participate in the finalisation of norms and standards for funding Grade R classes.	May 2005	Approved norms and standards for funding Grade R classes.	R33 000
	Consolidate the pilot study of the integrated ECD plan in collaboration with other government departments, non-governmental organisations, faith-based organisations and donors.	March 2006	A total of 500 registered community-based and home-based sites are in the pilot study of the integrated ECD plan.	
	Coordinate the implementation of the pilot study on the integrated ECD plan with other government departments and ECD stakeholder groups.	March 2006	Coordinated implementation of the integrated ECD plan.	R80 000
	Utilise the Expanded Public Works Programme to provide work opportunities for unemployed persons as ECD practitioners in government programmes.	Ongoing	A total of 7 500 work opportunities are created for practitioners working in registered ECD centres.	
To support effective curriculum implementation in the Foundation Phase, including Grade R and the early years.	Develop a multi-media curriculum for production on radio, television, the web and print to support the implementation of the National Curriculum Statement in Grades R to 3.	June 2005	Approved multi-media curriculum to support radio, television, web and print production.	R50 000
	Develop and distribute early stimulation programmes for children from birth to four years	May 2005	Approved early stimulation programme for children from birth to four years.	R50 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To ensure the development of a competent cadre of ECD practitioners for Grade R and the early years.	In collaboration with the South African Qualifications Authority, manage the review of the ECD qualifications and the development of qualifications at Levels 1, 2, 3 and 4.	September 2005	Registered Levels 1, 2, 3 and 4 ECD qualifications.	R1 500 000
	Facilitate the development of curriculum and training programmes for registered qualifications.	November 2005	Approved curriculum and training programmes for all registered ECD qualifications at Levels 1, 2, 3 and 4.	R2 500 000
	Facilitate the accreditation of 25 ECD training providers in collaboration with the ETDP SETA.	November 2005	Quality ECD training programmes are implemented in the sector.	R250 000
	In collaboration with the Education and Training Development Practitioner (ETDP) Sector Education and Training Authority (SETA) develop a plan to facilitate the 2 000 ECD learnerships at Levels 1, 4 and 5.	August 2005	A total of 2 000 practitioners are registered for ECD learnerships.	R250 000
To monitor and evaluate the implementation of ECD programmes, including Grade R.	Develop monitoring and support plans in collaboration with all provinces.	Ongoing	There is an approved monitoring and support plan for each provincial Foundation Phase team.	R80 000
	Monitor implementation against the agreed-upon indicators for ECD at all levels of the system in collaboration with other government departments.	Ongoing	Monitoring system for ECD is established and ECD database is regularly updated.	R20 000
	Collaborate with the EMIS Directorate in the establishment and management of a monitoring system for ECD.	Ongoing	Updated ECD database.	R40 000

Directorate: Adult Basic Education

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To expand the reach of basic literacy and formal programmes in Adult Basic Education and Training.	Utilise the strategy formulated for the Expanded Public Works Programme to provide work opportunities for unemployed persons as educators in basic literacy programmes.	June 2005	A total of 3 000 educators are provided with work opportunities.	R7 300 000
	Contract service providers to deliver literacy classes to 45 500 unemployed adult learners.	June 2005	Database showing 45 500 learners is established.	
	Enrol 268 800 learners in formal ABET classes in Public Adult Learning Centres (PALCs).	June 2005	A total of 268 800 learners are enrolled in formal ABET programmes in PALCs.	
	Establish a database on the ABET formal and non-formal programmes offered by non-governmental organisations.	April 2006	Database has been developed and is available.	R20 000
	Conduct an audit on the use of 65 existing Multi-Purpose Community Centres (MPCCs).	June 2005	Audit report is available.	R10 000
	Develop information packs for MPCCs on ABET.	August 2005	Information packs are distributed to 30% of MPCCs.	R 45 000
	Set up a consultative forum with ABET and literacy stakeholders.	May 2005	A functional ABET forum is established.	R50 000
	Implement advocacy activities, including programmes on creative literacy within the UNESCO Education for All strategy.	May 2005	ABET advocacy and programmes on creative literacy are developed.	R100 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Coordinate the expansion of skills programmes in ABET public centres for 3 000 ABET learners.	March 2006	There are 3 000 new learners on SETA skills-based ABET programmes.	
	Formulate a revised funding strategy and funding norms for Public Adult Learning Centres.	September 2005	Funding strategy and funding norms for Public Adult Learning Centres are approved.	R70 000
To develop and implement appropriate and relevant curricula and Learning and Teaching Support Materials (LTSM) for Adult Basic Education and Training programmes (including the Expanded Public Works Programme).	Conduct an audit of provincial systems for the evaluation of LTSM.	June 2005	Audit report is available.	R30 000
	Develop guidelines for the evaluation of LTSM.	August 2005	Guidelines are developed.	
	Set up effective procurement systems in 250 PALCs.	March 2006	There are 250 PALC using effective and efficient procurement systems.	
	Update the current LTSM database.	Jule 2005	Updated LTSM database.	
	Procure LTSM for learners in informal ABET programmes.	June 2005	A total of 45 500 learners are provided with LTSM.	R36 300 000
	Engage stakeholders in the open learning and distance education sector to develop a feasibility study on open learning approaches to ABET and literacy.	December 2005	Feasibility report is available.	R30 000
	Submit a draft assessment policy to the relevant approval structures.	October 2005	ABET assessment policy is approved.	R70 000
	Refine and submit assessment guidelines for approval.	October 2005	Assessment guidelines are approved.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To enhance the quality of ABET practitioners.	Compile training manuals for ABET/literacy educators.	December 2005	Manuals are compiled on the following: Approaches to adult learning, Assessment manuals, Learning Programme development, management of the unit standards curriculum, induction manual.	R200 000
	Develop a joint implementation plan (JIP) with the Education and Training Development Practices (ETDP) Sector Education and Training Authority (SETA) and Umalusi.	July 2005	JIP is developed and being implemented.	
	Formulate a strategy for Continuous Professional Development in collaboration with the relevant structures.	August 2005	Strategy is in place and being implemented.	
To monitor and evaluate the delivery of adult learning programmes.	Develop a monitoring and support system for ABET and literacy programmes.	June 2005	Electronic monitoring system is in place for ABET and literacy programmes.	R177 000
	Develop a monitoring checklist in conjunction with provinces.	June 2005	Monitoring and support plan is approved and functional.	
	Monitor and support the provincial implementation of ABET.	August 2005	Monitoring reports are available.	
	Review and recommend amendments to the current EMIS-based database.	March 2006	Updated database is operational.	

Directorate: School Education

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To consolidate learners access to quality education and training.	Prepare the School Uniform Policy for approval by the Council of Education Ministers. Print and distribute the School Uniform Policy.	July 2005	School Uniform Policy is approved by the Council of Education Ministers.	R950 000
			School Uniform Policy is printed and distributed.	
	Mediate the School Uniform Policy.	September 2005	An advocacy campaign for the School Uniform Policy is conducted.	
	Prepare the language policy for schools for approval by the Council of Education Ministers. Print and distribute the language policy for schools.	July 2005	The language policy for schools is approved by the Council of Education Ministers.	R650 000
		September 2005	The language policy for schools is printed and distributed.	
	Mediate the language policy.	September 2005	An advocacy campaign for the language policy for schools is conducted. This would be part of a broader campaign to reinforce the messages of the previous campaign.	
To support the implementation of the National Curriculum Statement in the General Education and Training Band.	Develop and implement a comprehensive programme to build the requisite capacity of personnel, institutions and systems for curriculum delivery in Grade 7.	April 2005	Course material for the training of provincial master trainers in the implementation of the National Curriculum Statement in Grade 7 is developed in collaboration with the Teacher Development Directorate.	R10 800 000
		June 2005	The training of master trainers is conducted.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Monitor and support the training of teachers in the provinces.	December 2005	The training of teachers in provinces is monitored and supported.	
	Coordinate the activities of the Learning Area Committees to support the implementation of the National Curriculum Statement in the Foundation and the Intermediate Phases.	Ongoing	Meetings of the Learning Area Committees are convened to formulate a strategy to enhance curriculum implementation.	R1 550 000
	Develop a framework to ensure a cyclical review of the curriculum.	September 05	Guidelines are developed to ensure cyclical review of the curriculum.	
	Continuous support of C2005 in the Senior Phase.	Ongoing	A strategy to bridge the curriculum gaps between GET and FET is developed	
	Develop a comprehensive programme for the implementation of Religion Education in the curriculum.	June 2005	Training material is developed for the implementation of Religion Education.	R1 300 000
		March 2006	Training of provincial officials to support schools in the implementation of Religion Education in the curriculum is completed.	
	Assess the impact of the present Life Skills, HIV and Aids Programme.	September 2005	A report is compiled on the findings of the present Life Skills, HIV and Aids Programme.	R1 690 000
	Align the Life Skills, HIV and Aids Programme to the National Curriculum Statement in the Foundation Phase.	June 2005	The revised Life Skills, HIV and Aids Programme is integrated into the three Foundation Phase Learning Programmes.	R200 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Coordinate, monitor and support the implementation of the revised Life Skills, HIV and Aids Programme.	March 2006	The Life Skills, HIV and Aids Programme is monitored.	R110 000
	Reprint and distribute the Life Skills, HIV and Aids advocacy material.	March 2006	The Life Skills, HIV and Aids advocacy material is reprinted and distributed.	R194 000
	Develop a simplified model for school-based assessment in the Senior Phase.	June 2005	A protocol on assessment is developed and distributed to all schools in the General Education and Training Band.	R250 000
		December 2005	The assessment guidelines for the Senior Phase/GET are developed.	R1 050 000
	Coordinate the development of external assessment instruments for Grade 9.	September 2005	Common tasks for assessment for Grade 9 are developed.	
	Revise the current assessment policy for Grades R – 9.	September 05	The revised assessment policy for Grades R - 9 is developed and distributed.	R150 000
	Develop a Grade 9 qualifications policy.	March 2006	The Grade 9 qualifications policy is developed and distributed.	R150 000
	Conduct an audit of Science, Mathematics and Technology teachers in the General Education and Training Band.	December 2005	An audit is conducted and a report compiled.	R1 000 000
			A database is compiled of all Science, Mathematics and Technology teachers in the General Education and Training Band.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Conduct a review of Science, Mathematics and Technology Learning and Teaching Support Materials in the General Education and Training Band.		A review of Science, Mathematics and Technology is done on the existing Learning and Teaching Support Materials in the General Education and Training Band and a report compiled.	
	Conduct an audit of all teachers teaching English as a second language.	December 2005	A research report is compiled and a database established.	R1 000 000
	Conduct an audit of all teachers teaching indigenous languages in the General Education and Training Band.	December 2005		
	Conduct a review of the Learning and Teaching Support Materials for indigenous languages.	December 2005	The existing LTSM is reviewed and a report compiled.	
	Implement and promote reading and writing programmes in the Foundation Phase.	March 2006	Ensure that 100 fiction books are identified and distributed to 25% of primary schools.	R5 500 000
	Develop and promote numeracy programmes in the Foundation Phase.	March 2006	A framework is developed for the Junior Mathematics Olympiad.	
	Extend the provision of a set of Africa's 100 best books of the 20th century to all Grade 9 schools in the nodal areas.	March 2006	Africa's 100 best books of the 20th Century are distributed to all Grade 9 schools in the nodal areas.	
	The advocacy campaign for the promotion of the literacy strategy is conducted.	March 2006	An advocacy campaign on literacy is conducted.	R400 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To develop and maintain Curriculum Management Information Systems for the General Education and Training Band.	An electronic learner profiling system is in operation for Grades R, 1, 8 and 9.	June 2005	The learner profiling system is developed and the data on learners in Grades R, 1, 8 & 9 captured in the system.	R2 150 000
	Develop the human, physical and financial resources needed for the maintenance of the learner profiling system.	June 2005	A guideline document is produced, detailing the resource requirements for the learner profiling system.	
To monitor and evaluate the delivery of education and training programmes in the General Education and Training Band with particular focus on schools (Grades R to 9).	Develop a framework for monitoring the implementation of policies and programmes.	July 2005	A framework is developed for monitoring the implementation of policies and programmes.	R100 000
	The monitoring framework is piloted at selected sites.	November 2005	The monitoring framework is piloted at selected sites and a report compiled.	

Directorate: Inclusive Education

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To expand the reach of education programmes to disabled out-of-school children and youth.	Develop a strategy for identifying and mobilising out-of-school disabled children in the 30 nodal area districts.	June 2005	The strategy document is developed, discussed, presented and approved for implementation in nodal areas.	R300 000
	Project managers start implementing the strategy to identify out-of-school vulnerable children in the feeder areas of the designated schools.	September 2005	Stage one of the implementation strategy is completed.	
	Conduct an information and advocacy campaign with families and youth in the designated nodal areas on admission to appropriate education programmes.	March 2006	All targeted families and youth are mobilised and ready for admission to educational programmes.	
	Develop and implement a strategy for the Extended Public Works Programme.	March 2006	A total of 400 participants in the Extended Public Works Programme are serving as community workers based at special schools.	R50 000
To implement the short-term steps of White Paper 6.	Develop a framework for physical and material resources in 30 designated Full Service Schools.	April 2005	The framework for physical and material resources in 30 designated Full Service Schools is approved.	R712 000
	Commence upgrading the designated Full Service Schools.	June 2005	Service provider appointed to conduct upgrading in all 30 Full Service Schools.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Complete the first stage of upgrading the designated Full Service Schools.	March 2006	The work of physically converting and equipping the designated Full Service Schools is 50% completed.	R12 816 000
	Compile and approve a procedure for designating staff for District-Based Support Teams.	March 2006	The procedure for designating staff for District-Based Support Teams is compiled and approved.	R3 709 000
	Establish District-Based Support Teams in 30 designated districts.		District-Based Support Teams are established in 30 designated districts.	
	Formulate a draft funding strategy for inclusive education in collaboration with the Planning Branch.	March 2006	The draft funding strategy for inclusive education is completed and submitted for approval.	R50 000
	Complete and field-test a framework for the reprioritisation of existing Special School allocations.	September 2006	The framework for the reprioritisation of Special School allocations is completed and submitted for approval.	R50 000
	Field-test the framework for the reprioritisation of existing Special School allocations.		Analytical report on field-test is available, with evidence-based recommendations on the reprioritisation of existing Special School allocations.	
	Formulate a comprehensive national strategy for strengthening services in special schools.	July 2005	National strategy is formulated for strengthening special schools and ready for implementation in all special schools.	R300 000
	Field-test the Protocols for Screening, Identification, Assessment and Support in designated ordinary schools in nodal areas as well as in special schools.		Analytical report on field-test is available, with evidence-based recommendations for Protocols for Screening, Identification, Assessment and Support.	R300 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To capture in a database the achievement records of participants in the Staff Development Programme.	Revise the protocols based on the findings of field tests and train all educators and managers in the designated districts and schools.		The records of participants oriented to the effective application of the Protocols for Screening, Identification and Assessment are captured on a database.	
	Train staff of all special schools to understand and apply the Protocols for Screening, Identification, Assessment and Support.	June 2005	Data on the staff of 390 special schools trained in implementing the Strategy for Screening, Identification, Assessment and Support is captured in a database.	R1 000 000
	Staff are developed through ministry and university linkages with Sweden and Finland.	March 2004	Capacity building of all officials involved in the first stage of implementing inclusive education is concluded and participants' records are captured on a database.	R6 300 000
To develop and implement integrated programmes for vulnerable youth and children - namely children in conflict with the law, street children and children in need of care.	Develop educational programmes and policies for children and youth who are in conflict with the law.	March 2006	Inter-sectoral strategies are formulated, approved and implemented for children and youth who are in conflict with the law.	R125 000
	trengthen the role of the DoE in the inter-departmental strategy for child labour and implement programmes.	March 2006	A document clarifying the role and responsibilities of government departments in the Child Labour Action Programme is approved and operational.	R44 000
	Conduct research and develop an integrated strategy for street children.	March 2006	Research is conducted, an integrated strategy for street children developed and approved.	R125 000
	Strengthen and outline the role of education in the finalisation and implementation of the National Protocol on the Prevention and Management of Child Abuse, Neglect and Exploitation.	March 2006	An integrated strategy for children in need of care is completed with clarity on the role of the DoE.	R50 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To ensure access to the National Curriculum for children with disabilities and children experiencing barriers to learning and development.	Develop and disseminate advocacy materials which will assist stakeholders at all levels to understand the implications of the inclusive education rollout in the nodal areas.	March 2006	Advocacy campaign (Phase 4) is completed in 30 nodal areas.	R1 000 000
	Conduct a communication strategy to reach broader public with information on inclusive education.	March 2006	Multi-media communication strategy on inclusive education is successfully conducted in collaboration with the Communications Directorate, targeting all ordinary and special schools and the wider community.	R300 000
	Service providers for human resources development compile training manuals and conduct training in all 30 designated districts and 64 schools.	July 2005	Two phases of human resources development completed, evaluated in 30 Full Service Schools, Special Schools as Resource Centres and District-Based Support Teams.	R12 816 000
	Field-test the Guidelines for Inclusive Learning Programmes.	June 2005	Analytical report on field test is available, with evidence-based recommendations on Guidelines for Inclusive Learning Programmes.	R300 000
	Revise the Guidelines for Inclusive Learning Programmes and train all staff in 30 districts and 64 schools (including four reform schools).	July 2005	Guidelines are revised and improved and are the basis of training in nodal areas.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Develop and field-test the guidelines for dynamic, adaptive assessment programmes to accommodate diverse learner performance.	June 2005	Analytical report on field test is available, with evidence-based recommendations on dynamic, adaptive assessment programmes to accommodate diverse learner performance.	
	Run orientation programme for special schools on the RNCS.	July 2005	All staff members of special schools have been trained in all aspects of the RNCS and participants' records are captured on a database.	
	Orient all educators and managers of all 390 special schools to the Curriculum Guidelines.	September 2005	Guidelines are field-tested and improved through the practical input of staff from 390 special schools.	R1 200 000
To monitor and support the phased implementation of inclusive education.	Develop and field-test a monitoring and support framework in collaboration with all provinces.		Analytical report on field test is available, with evidence-based recommendations on a monitoring and support framework.	R100 000
	Monitor the implementation of inclusive education against agreed-upon indicators at all levels of the system in collaboration with provinces.		Analytical report on implementation is available, with evidence-based recommendations on implementing inclusive education.	R50 000
To monitor and support the phased implementation of inclusive education.	Collaborate with the EMIS Directorate in the establishment and management of a monitoring system for inclusive education.		An approved monitoring and management information system for inclusive education is established.	R100 000

CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES DEVELOPMENT
Directorate: Education Management and Governance Development

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To improve the information and monitoring platform to support education, institutional and human resources development.	Develop norms and standards for school management.	June 2005	National norms and standards are developed and published.	R230 000
	Develop norms and standards for districts.	March 2006		R100 000
	Formulate a governance policy framework for schools.	March 2006	The first draft of the governance policy framework is completed.	R100 000
	Develop a national set of SGB election guidelines.	October 2005	National election regulations are formulated and accepted by all provinces.	R30 000
	Develop school financial regulations.	Developed by July 2005 Tested by October 2005	School financial regulations are developed and tested.	R50 000
	Refine the District Education Management Information System (DEMIS) based on first year of implementation.	April - September 2005	DEMIS is refined and assessed by majority of district managers to add value to their work.	
	Continue to conduct a campaign to assist parents and community members to understand their roles and responsibilities related to public schools, and monitor its impact at school community level.	May - September 2005	Over 2 million pamphlets are sent to targeted areas and 20 community radio stations broadcast messages in areas where early school registrations are a problem.	R1 187 000
To ensure sustainable capacity and leadership skills of learning institution managers, governors and district managers in support of quality learning and teaching.	Develop and use instruments to monitor and evaluate the implementation of capacity-building programmes on Women in and into Management, Alternatives to Corporal Punishment, School Records Management and for the SGB training undertaken by provincial departments.	April - June 2005	Range of instruments is completed and trials are conducted and the range is available for use in monitoring and evaluating the programmes. Eighteen monitoring visits are undertaken successfully.	R1 000 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Provide school, district management and school governance training and support to provinces where provinces express this need.	August - October 2005	At least four provinces are assisted with the implementation of identified programmes.	
	Train the Provincial Core Training Teams so that they can roll out the training of school management teams on the National Curriculum Statement.	April - September 2005	Provincial Core Training Teams are trained in each province. Post-training tests indicate an increase in knowledge about the National Curriculum Statement and each province produces a plan to train SMTs.	
	Design ABET courses for illiterate and semi-literate SGB members based on a Level 1 qualification. Design SGB courses for developing community participation skills pitched at a Level 2 or 3 qualification. Get courses accredited.	December 2005	ABET-focused accredited course for non-literate SGB members is designed at Level 1. Community participation accredited course is designed at Level 2 or 3.	R550 000
	Develop two simulation boards for training the SGB members.	September - December 2005	First simulation is completed and tested. Second simulations are formulated.	
	Implement a capacity-building programme for district management teams across the whole system.	April - October 2005; February - March 2006	Three national workshops are held. Pre-tests and post-tests during workshops indicate district managers have an increased knowledge of their roles and responsibilities.	R400 000
	Develop six exemplary districts nation-wide.	April 2005 - March 2006	There is a demonstrable improvement in target districts' systems, planning and delivery.	R500 000

Directorate: Teacher Development

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To ensure a quality, competent, enthusiastic and committed corps of education practitioners capable of delivering the curriculum and quality education to all.	Establish and train the National Core Training Team for Grade 7 (Senior Phase) and nine Provincial Core Training Teams.	February - June 2005	The National Core Training Team and nine Provincial Core Training Teams are established and trained adequately to perform their mandated training roles.	R15 000 000
	Develop, print and distribute NCS training manuals for Grade 7 educators and school managers, to provinces.	March - April 2005	The Grade 7 training manual is developed and distributed to all teachers and school managers who require it.	
	Monitor Grade 7 NCS orientation sessions for teacher and school management team.	July - November 2005	Monitoring schedule is in place and provincial visits have been completed. The lessons learned are fully documented and shared.	
	Orient ECD practitioners and teachers at special schools to the NCS.	April - September 2005	ECD practitioners and teachers at special schools indicate through post-tests that they understand the implications of the NCS for their practice and are able to modify their teaching and materials to reflect the requirements of the NCS.	
	Monitor and evaluate curriculum implementation in the Foundation and Intermediate Phases.	June - September 2005	Monitoring and evaluation report is completed and available.	
	Training of 270 Intermediate Phase teachers for Technology and 45 for English Second Language.	August - October 2005	A total of 270 teachers are trained in Technology and 45 trained in ESL to an agreed standard.	
	Support the establishment and training of the FET National Core Training Team for Grade 10 and nine Provincial Core Training Teams.	February - June 2005	National Core Training Team and nine Provincial Core Training Teams are established and trained adequately to perform their mandated training roles.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Appoint a Departmental task team to finalise the draft Teacher Development Framework developed by the Ministerial Committee on Teacher Development.	March - April 2005 April - November 2005	National task team is appointed. The Teacher Development Framework is completed and workshops have been held widely. Public comments are analysed and the framework is modified.	R1 000 000 R5 900 000
	Register Mathematics, Science and Technology teachers.	April 2005 - March 2006	Approximately 900 teachers have newly registered nationally for Mathematics, Science and Technology.	
	Evaluate and monitor the delivery of the Mathematics, Science and Technology programme. Produce a report with recommendations on improving the delivery of MST, based on the findings in the report.	January - June 2005	A report is produced on the external evaluation of Mathematics, Science and Technology programme and an action plan developed to deal with the issues highlighted in the report	
	Coordinate the selection and registration of under-qualified teachers by the provincial departments of education and the higher education institutions.	April - June 2005	About 3 000 new NPDE teachers are registered with registration data on NPDE teachers available from higher education institutions.	R16 000 000
	Monitor and evaluate the delivery of NPDE by higher education institutions.	April - June 2005 September 2005 - January 2006 November 2005	Monitoring instruments are in place. Regular monitoring reports are produced and analysed. Evaluation report is produced by external evaluator.	
	Ensure the improved nomination forms and process are adhered to by provincial departments of education. Hold high-quality and motivational provincial and national NTA award ceremonies.	April - May 2005 June - September 2005 August - October 2005	Revised NTA information booklet and nomination forms are distributed to all schools in all provinces. Provincial finalists are selected according to set and agreed criteria within set time frame set. Provincial and national NTA ceremonies are held successfully.	R2 000 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To align the Norms and Standards for Educators and criteria for the recognition and evaluation of qualifications for employment in education.	Process and evaluate applications for the approval of new/revised qualifications and learning programmes in accordance with the Norms and Standards for Educators.	Ongoing	All public teacher education providers' qualifications and programmes have been aligned with the Norms and Standards for Educators and approved for employment in education and funding, and accredited by the HEQC.	R225 000
	Assist institutions with the design of teacher education programmes and train provincial evaluators.	Ongoing	Higher education institutions respond to the needs of the education system by designing relevant and quality programmes for teachers. Test exercises indicate that provincial evaluators understand the policy and can interpret and apply it.	
	Process the required information and documentation and evaluate the qualifications in accordance with the criteria.	Ongoing	Qualifications have been evaluated correctly in accordance with the criteria, and approved by the Evaluation Committee within four weeks of date of receipt.	

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6.2 Further Education and Training

CHIEF DIRECTORATE: FET SCHOOLS CURRICULUM AND INNOVATION

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To improve the quality of learning and teaching in FET schools through curriculum transformation.	Teacher development orientation finalised.	February 2005 Ongoing	HEIs assist DOE in developing re-skilling courses. for teachers.	R1 800 000
	Training of Provincial Core Training Teams.			None
	Collaboration with HEIs on the development of courses for Mathematical Literacy and Life Orientation.			None
	Monitoring teacher development in Provinces.			R2 000 000
	Development of English Second Language strategy.	August 2005	English Second Language strategy available in provinces.	R600 000
	Develop an analysis report on the development of LTSM.	March 2005	Regulatory framework for LTSM development and provisioning.	None
	Meetings with Publishers to ensure availability of all textbooks.	November - December 2005		None
	Monitor and report on the development of LTSM in provinces.	Ongoing quarterly reports	LTSM available in schools for Grade 10.	R70 000
	Finalisation of policy: Technical subjects and Religion Studies subject statements finalised. Agriculture subject statements released for public comment. Public hearings for Agriculture subjects. Agriculture subjects approved as policy. Debates on Mathematics and Mathematical Literacy concluded.	June 2005	Subject statements approved and National Curriculum Statement policy finalised.	R2 000 000 R4 000 000
	Registration of the FETC on the NQF.	November 2005	FETC registered.	None

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To design the institutional landscape and develop the capacity to deliver quality learning and teaching programmes.	Design the framework landscape for schools.	June 2005	Schools landscape framework available to provinces.	R584 000
	A policy framework of focus schools is developed.	July 2005 Ongoing	Provinces use the framework to design provincial plans.	R200 000
To enhance performance and participation in Mathematics; Science and Technology at FET level.	Setting participation and performance targets for 2006.	December 2005	Support provinces in management of Mathematics, Science and Technology Education.	None
	Cuban Tutor programme supports Mathematics, Science and Technology Education in provinces.	August 2005		R3 107 000
	Norms and standards are established for Mathematics and Science schools participating in the second phase of the Mathematics, Science and Technology Strategy.	June 2005		R50 000
	Review Dinaledi Project 2002 - 2004.	May 2005	Enhance the performance of current Dinaledi schools and expand the Dinaledi initiative.	R280 000
	Apply best practices and lessons learnt from the Dinaledi Project.	December 2005		R801 00
	Enhance interaction between well performing Dinaledi schools and other targeted schools.	March 2006		R869 000
	Electronic content in Mathematics and Physical Science distributed to all Dinaledi schools and available on the educational portal.	March 2006		R273 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To support curriculum implementation through the use of ICTs.	Assist provinces in developing and initiating programmes in the use of ICT.	March 2006	Support curriculum implementation through the use of digital content.	R822 000
	Conduct an audit of ICT presence and use in schools.	December 2005		R292 000
	Develop models of the use of ICT in: • efficient management and administration • teaching and learning.	December 2005		R100 000
	Develop standards of teacher competencies in ICT.	July 2005		R50 000
	Connected schools have access to an e-rate.	March 2006		R42 000
	The educational portal is functional and teachers and learners have access to digital content (online and offline).	March 2005	Provinces use developed teacher training manual.	R2 900 000

CHIEF DIRECTORATE: OPEN AND INNOVATIVE LEARNING

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To develop an integrated planning and funding system that supports the delivery of national goals.	Support the finance directorate to determine norms and standards.	Ongoing	A draft document on norms and standards for funding completed.	None
	Draft norms and standards for funding.	July 2005	A draft document on norms and standard for funding is produced.	R80 000
	Support the EMIS to create FETMIS.	September 2005	FETMIS is in place and functional.	R5 000 000
	Develop framework for reporting performance.	December 2005	Provinces report performance of colleges using the framework.	R110 000
To increase the capacity of institutions to fulfil their mandate.	Develop new staff establishment norms.	June 2005	New staff establishment norms developed and implemented.	None
	Develop guidelines for multi campus management and governance.	March 2005	Manuals and procedures developed.	SESD R350 000
	Develop and implement recap preparatory phase plan.	April 2005	Recap preparation phase plan development and implemented.	R50 000 000
	Performance management review conditions of service and for FET college staff.	April 2005	Proposal completed for legislative purposes.	R70 000
To increase learner participation, relention and throughput rates.	Develop a comprehensive Student Support Services (SSS) policy.	June 2005	A comprehensive Student Support Services (SSS) policy is developed.	SESD R450 000
	Commission research to investigate the profile the out-of-school youth.	April 2005	Youth Development Strategy for the education system is developed.	Unfunded
	Conduct consultations on draft framework.	April 2005		Unfunded
	Launch of plan.	June 2005		Unfunded

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Launch Advocacy Campaign to mobilise youth to go back to school.	October 2005	Career development and guidance strategy is finalised.	R500 000
	Compile a list of available bodies that offer career information.	June 2005		None
	Establish partnerships with relevant agencies to promote career exhibitions across provinces.	June 2005		None
	Establish register of available funding sources for college access.	September 2005		None
	Create database of career opportunities available for youth.	Ongoing		None
	Contact relevant government bodies and youth agencies to compile information on unemployed youth.	Ongoing	Database of unemployed youth is available and accessible.	None
	Develop an electronic system for data capturing and storage.	Ongoing		Unfunded
	Establish relevant partnerships with funding agencies.	Ongoing		None
To ensure that the youth participate as active and responsible adults.	Compile list of available National Youth Service (NYS) Projects and distribute at FET Colleges.	Ongoing	Increased youth participation in community service programmes.	None
	Facilitate partnership agreements between FET Colleges and registered NYS Projects.			None
	Assist FET College youth initiatives to access technical support from the NYS Unit.			None

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Develop voter education material.	November 2005	Increased youth participation in the governance processes of the country.	Unfunded
	Distribute voter education material at FET Colleges.	November 2005		Unfunded
	Facilitate voter registration of eligible youth at FET Colleges.	Ongoing		Unfunded
	Organise national and international days at several levels.	Ongoing	FET Colleges celebrate national days and are encouraged to develop programmes on significant South African and international days.	Unsecured R200 000
	Develop and distribute materials for FET Colleges on Africa day with a particular emphasis on combating xenophobia.			Unfunded

CHIEF DIRECTORATE: NATIONAL EXAMINATIONS AND ASSESSMENT

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
		SCHOOLS		
To conduct credible assessment and quality practices in FET/GET schools and colleges.	Set, moderate and assure the quality of question papers in the six national subjects for the Senior Certificate Examinations for 2006. Set, moderate and assure the quality of question papers in ten subjects for Grade 10 for 2006.	Ongoing	Question papers of a high quality and standard are produced.	R2 151 000
	Monitor the improvement of learner performance.	Ongoing	Ensure that there is a reduction in the number of under-performing schools in the Senior Certificate Examination.	R1 455 000
	Monitor the conduct of the Senior Certificate Examination.	Ongoing	Ensure the Senior Certificate Examination is administered in accordance with the Policy on the Conduct of the Senior Certificate Examination.	R 727 600
	Present refresher courses for examiners and internal moderators. Set the 2006 ABET Level 4 question papers. Hold memoranda discussions. Standardise the results. Resulting.	February 2005 March 2005 May - October 2005 June - November 2005 July - December 2005	Report on the refresher courses. Approved question papers and memoranda. Chief markers' reports. Reports from Umalusi. Report for the release of results.	R24 895 000
	Scan and convert the examination records to electronic format.	Ongoing	Examination records are scanned and converted to electronic format: KZN & FS.	R4 298 000
	Install security alarm systems and electronic locking gates for Senior Certificate, ABET and FET colleges.	April - December 2005	Security alarm systems and electronic locking gates are installed for Senior Certificate, ABET and FET colleges.	R1 100 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	COLLEGES			
	Conduct all the college examinations.	March, April, June, August, November	All college examinations are conducted successfully.	R80 000 000
	Edit, format and print the question papers.	Ongoing Six examinations as per Technical College Programme	Quality assurance gains are reported via the monitoring and reporting system.	R24 000 000
	Appoint the panel of examiners for externally moderated subjects.	January - July	Examiners and moderators are appointed for setting the question papers for 2007.	R2 000 000
	Restructure the marking centres.	January - June	Marking centres are aligned according to merged FET colleges.	R1 698 500
	Monitor and evaluate the examinations.	Ongoing	Reports are made available to management and interventions made.	R2 200 000
	Evaluate the qualifications.	Ongoing	Applications for evaluations are completed.	R1 990 000
	Review the examination policy.	Ongoing	Amendments to examination policy are completed.	R700 000
	Modernizing of packing and distribution system.	June		R5 900 000
	EDMS and scanning / new server for packing machine.	June - December		

6.3 System Planning and Monitoring

CHIEF DIRECTORATE: FINANCIAL AND PHYSICAL PLANNING, INFORMATION AND POLICY SUPPORT
Directorate: Physical Resource Planning

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To develop a strategy to provide and improve basic services to all public schools.	Develop a national strategy on the provision of school infrastructure and basic services for approval by CEM and for submission to Cabinet.	August 2005	Approved strategy.	R50 000 (U)
	Obtain approval of the norms and standards and the Basic Minimum Package (BMP) for infrastructure and resources by CEM and presented to Cabinet.	March 2006	Approved norms and standards and BMP.	R250 000 (U)
	Develop a draft policy on under-utilised education facilities for approval by HEDCOM.	March 2006	Approved policy.	R50 000 (U)
	Develop national guidelines for learner transport and hostel provisioning.	March 2006	National policy on learner transport and school hostel provisioning.	R150 000 (U)
	Establish departmental and inter-departmental stakeholders working group to design and co-ordinate medium- to long-term strategy to address the impact of policy on school design.	December 2005	Inter-departmental stakeholders' working group is established.	R80 000 (U)
	Develop models for alternative funding mechanisms for school building and maintenance.	March 2006	Models for alternative funding mechanisms are developed.	
To eliminate the shortage of school infrastructure in education.	Eliminate all instances of learners learning under trees and formulate a strategy to deal with platooning schools. Facilitate meetings with national Treasury to secure funding.	June 2005	Secured funding to eradicate all unacceptable school structures and to provide basic services.	R40 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Participate in the devising of integrated development plans.	Ongoing	School infrastructure delivery plans are part of integrated development plans.	R52 000 000
	Implement Workplan 1 of the School Infrastructure Support Programme in the provinces of Limpopo, Eastern Cape and KwaZulu-Natal.	July 2005	Workplan 1 is implemented.	R10 000
	Obtain approval of Workplan 2 of the School Infrastructure Support Programme and award contracts.	Aug 2005	Workplan 2 is approved and contracts awarded.	
	Establish sustainable partnerships with the private sector and other role players to invest in school infrastructure building and renovation.	December 2005	Partnerships are established with the private sector for investment in school infrastructure building and renovation. Report on the 2005/06 infrastructure delivery programme.	R110 000
To monitor capital expenditure for school infrastructure development.	Facilitate the submission of four quarterly reports and an annual report on monitoring the 2005/06 budget statements, priority list and quarterly reports as presented by Provincial Departments of Education in the format requested by national Treasury and prepare a synthesis report.	March 2006		
	Monitor and evaluate the provision of basic services to public schools.	March 2007	A 20% increase in the number of schools with access to water and sanitation and a 10% increase in the electrification of schools.	
		March 2007	Identified schools are provided with basic services.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To develop, maintain and manage information systems to support the planning, implementation, monitoring and evaluation of capital investment in education.	Conduct a technical school infrastructure audit in all public schools.	March 2006	Technical audit is conducted.	
	Develop information systems for the effective management and monitoring of school infrastructure and resources.	March 2006	An infrastructure management information system is developed.	
	Identify the key indicators and information required for inclusion in the development of Education Management Information Systems.	March 2006	A set of key infrastructure indicators is developed.	R30 000
To recapitalise FET colleges.	Provide support and advice in the development of a model for FET colleges.	March 2005	Supported the FET recapitalisation programme and ensured that capital infrastructure would meet the demand for the restructured FET colleges.	
To convert schools into Full Service Schools for inclusive education.	Provide support and advice in the conversion of schools for inclusive education.	March 2005	Supported the development of designs for Full Service Schools for inclusive education.	
To assist in building capacity for physical planners in all education departments.	Identify areas for skills development for physical planning.	April 2005	Revised physical resource planning guideline manual.	R150 000 (U)

Directorate: Policy Support

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To facilitate organisational effectiveness by strengthening the use of education service delivery indicators.	Present and secure approval for the Monitoring and Evaluation framework for use at national level with a link to broader development priorities. The framework will include the suggested indicators for monitoring the system's performance.	March 2006	Final Monitoring and Evaluation framework is tested for use in DoE and provinces.	R85 000
	Identify two provinces – small and large number of institutions where the framework may be adapted and applied.		The 2004 annual report on education service delivery indicators is released.	R237 000
	Assess the service delivery indicators and develop them for inclusion in the 2004 report on education provision.	March 2006	Resources and interns are identified for the wider implementation of programmes to develop education-planning skills.	R95 000
To strengthen capacity building and skills development in education planning.	Identify funding agencies – private and public – to fund and participate in the internship placement programme. Identify potential interns for the development of education planning capacity. Identify opportunities for strengthening the capacity for system monitoring and evaluation.	March 2006	The 2005 Gender Equity Education for All Report is produced.	
To coordinate and enhance the integration of reporting on the Education for All initiatives and activities.	Review the management plan for producing this report. Finalise all the inputs required for the development of a report, led by the Gender Equity Directorate.	March 2006		R150 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To facilitate research and analysis to support indicative planning in education.	Commission and carry out investigations, and produce reports on key aspects of education resourcing and planning.	March 2006	Completion of a report on strategies to improve learner attendance and participation, using the results of learner dynamics study. Mobilisation of resources for an education production function study relating education inputs and outputs.	R290 000
To liaise and participate in social research networks on education development initiatives.	Secure the resources and complete the preparations for convening a seminar on an education development priority area.	October 2005	Ongoing. One seminar is convened on the development issues related to education service delivery.	R190 000
To facilitate internal training and capacity development for sustainable education planning.	Implement the approved staff development plan.	March 2006	Staff members are developed for at least two weeks according to a development plan.	R85 000
To perform ad hoc analyses, answer queries, hold meetings, present papers and make advocacy presentations.	Ongoing participation, analyses and presentations on education planning, monitoring and resourcing issues.	March 2006	Ongoing participation and presentations on education planning and monitoring issues.	R555 000

Directorate: Education Management Information Systems

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To implement the education information policy.	Implement the first set of standards for EIP.	March 2006	First set of approved information standards is implemented.	R100 000
	Coordinate Standards Subcommittee activities and EMIS HEDCOM subcommittee.	March 2006	All meetings of the Standards Subcommittee are held and reported on and four quarterly meetings of the EMIS Subcommittee have taken place.	R50 000
	Develop and introduce a monitoring instrument for implementing the EIP.	March 2006	Monitoring tool is developed and implemented.	R207 000
To develop an integrated education management information system for better management, decision making, planning and monitoring, and evaluation.	Finalise the development of a district reporting system on school performance.	June 2005	A system to report on school performance at a district level is developed and tested.	R625 000
	Implement the system in all education districts.	December 2005	All districts have a system for reporting on school performance on a quarterly basis.	
	Enhance the SAMS and DMS systems.	March 2006	The availability of the enhanced current SAMS and DMS systems (catering for current information requirements).	R2 450 000
	Enhance and implement the FETPAC system in the FET sector.	March 2006	The availability of the enhanced FETMIS system (inclusion of additional functionality).	R800 000
	Conduct an audit of existing systems with technical assistance from SITA to inform the development of an implementation plan for an integrated IS.	Sep 2005	An audit report will be produced and submitted.	R300 000
	Integrate the EMIS databases and implement the Business Intelligence Tool and a GIS system within the Department.	Sept 2005	All EMIS databases are integrated and a Business Intelligence Tool is implemented in the Department.	R600 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Undertake the maintenance of systems and renew software licences.	March 2006	Enhanced performance of existing systems and improved management of databases.	R1 040 000
To improve the reliability and quality of education statistical information.	Conduct a national public school survey to collect the key information required for planning, budgeting and monitoring.	July 2006	Quality and reliable data from national surveys is available for planning and budgeting.	R9 700 000
	Align ASS, ECD, ABET, LSEN and do snap surveys to comply with the new data standards and to meet new information requirements.	March 2006	Data obtained from surveys is more responsive and meets the required quality standards.	R565 000
	Integrate the NBI FET survey processes into EMIS.	March 2006	An FET college quantitative survey is conducted and a report produced.	R550 000
	Conduct a sample survey to verify the accuracy of the 2006 annual school survey.	March 2006	Improved validity and reliability of the 2006 annual school survey.	R200 000
	Reduce the error margin of the data collected from school surveys by 5% through implementing and using the approved data quality control systems.	March 2006	Improved the accuracy of EMIS data by 5%.	R15 000
To develop and improve EMIS capacity.	Recruit interns for the learnership in EMIS and planning, and facilitate the learnership.	March 2006	Three interns are trained in EMIS and planning and secondment in provinces are secured.	R100 000
	Identify training needs and ensure that training has taken place.	March 2006	The list compiled of training needs is available. Training courses are attended by staff. Staff performance has improved as indicated by their performance evaluation.	
	Improve the IT hardware and software capacity of the EMIS unit by acquiring the necessary equipment.	March 2006	Improved responsiveness and turnaround time for information collection, dissemination and analysis.	R1 255 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To analyse and disseminate information and increase the capacity to use it.	Have the 2004 ASS and SNAP data integrated, analysed and approved by provinces for publication.	December 2005	A statistical report on 2004 education data is produced.	R265 000
	Analyse the existing historical data and produce statistical tables and a report, using a set of indicators.	September 2005	A report on education statistics from 1997 to 2002 is produced.	R400 000
	Publish the education statistical information on the Departmental website.	July 2005	Existing information will be published on the website.	R15 000
	Conduct two seminars and workshops to present education data and the use of indicators.	March 2006	Improved use of education data by management for planning and decision making. Managers have a better understanding of the role of EMIS.	

CHIEF DIRECTRORATE: BUDGET OFFICE
Directorate: Budget Monitoring and Support

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To establish the Budget Monitoring and Support Office in order to promote optimal budgeting processes in provinces.	Develop a plan of work for the Directorate in line with the operational plan. Jointly draw up agreements on plans of work with new staff members, in line with the operational plan. Orient the new staff members to the key performance areas for the Directorate	April 2005	A comprehensive report is produced on the processes and linkages required for performing the function of the office. Staff are in place.	R1 300 000
To monitor and evaluate the allocation and utilisation of financial resources in education by PEDs.	Establish a budget database. Capture the performance data of PED strategic plans on the budget database.	April - May 2005	Report is produced on the assessment of economic credibility and policy compliance of the PEDs strategic plans.	
	Analyse the credibility and suitability of the PED performance and target data.	May 2005		
	Capture key PED and other budget figures on the budget database. Analyse the data on the budget database to gauge education expenditure.	May 2005	Report is produced on the analysis of education investment trends in terms of equity, efficiency and policy compliance criteria.	
	Establish a contact with all PEDs, dealing with non-financial data.	May - June 2005	An annual report is produced on the state of education investment in PEDs and the education sector in general.	
	Collate non-financial data in terms of IGFR templates.			
	Analyse the non-financial data in respect of the budgets made available.			

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To facilitatea standard and uniform reporting format and programme structures of PEDs.	Facilitate and coordinate the standards and formats for budget programme structures, strategic plans, quarterly plans and the chart of accounts.	June - August 2005	Approved generic reporting formats and programme structures are utilised.	
To facilitate provincial planning and reporting and to provide an assessment of the future financial needs of education in relation to policy.	Analyse the need for a long-range plan for education financing, resourcing and costing.	March 2006	A draft long-range plan for education financing, resourcing and costing is developed.	R267 000
	Conduct a consultative process on education priorities for the ensuing year.	June - September 2005		
	Draft and finalise the annual Priorities Paper.	September 2005		
To monitor and provide support to the Provincial Education budgeting processes.	Participate in the first-quarter and mid-year review of PED performance.	July - October 2005	An analysis report is produced on provincial expenditure and budget figures.	
	Participate in the MTEC hearings in PEDs.	October - November 2005		
	Draft the budget reports per provincial education departments, emanating from the MTEC visits.	December 2005 - January 2006		
	Collect data from relevant sources to attend to the new information requests from UNESCO for the 2004/05 financial year.	March 2006		

Directorate: Education Financial Planning

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To ensure the equitable distribution of financial resources and education funding relating to education policies.	Publish the amended norms and standards for funding public schools in the Government Gazette.	April 2005	Amended norms and standards for funding public schools.	R271 000
	Publish the norms and standards for funding ABET in the Government Gazette.	April 2005	Approved norms and standards for funding ABET.	
	Publish the norms and standards for funding FET colleges in the Government Gazette.	March 2006	Approved norms and standards for funding FET colleges.	
	Draft the norms and standards for funding ECD.	March 2006	Norms and standards for funding ECD.	
	Draft the interim funding mechanism for funding the special schools.	May 2005	Interim funding mechanism for funding special schools.	
To analyse and report on compliance with education funding policies.	Use questionnaires for monitoring the information on the implementation of school funding norms, ABET, interim FET, interim special school funding and Grade R funding.	December 2005	Compliance reports.	R20 000
To analyse and report on compliance with education funding policies.	Use questionnaires for monitoring the information on the implementation of school funding norms, ABET, interim FET, interim special school funding and Grade R funding.	December 2005	Compliance reports.	R20 000
To facilitate and support organisational and systems improvements in regard to funding policies.	Examine the current expenditure problems of non-Section 21 schools.	May 2005	A set of recommendations and guidelines regarding the expenditure problems of non-Section 21 schools.	R900 000
	Manage the consortium responsible for the project on financial systems in provincial education departments.	July 2005	Improved financial system is implemented in the two provincial education departments.	
	Support PEDs with the implementation of funding norms, administration and other matters.	May 2006	Reports, advisory notes, submissions and briefings are prepared and presented.	

Directorate: Development Support

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To facilitate and support the development, monitoring and evaluation of conditional grants at national and provincial level and ensure that financial and administration systems are in place and well managed.	Convene an inter-provincial workshop to consider the draft and final evaluation reports.	April 2005	Report is approved by the Director-General and circulated in the provinces. Service providers are paid for the service rendered.	R74 000
	Analyse the reports received from the Directorate HIV and Aids and School Nutrition, check them for correctness and collate into one report.	June 2005, Sep 2005, Dec 2005, March 2006	Report is approved by the Director-General and submitted on schedule to national Treasury, and tabled at the NCOP and SCOF.	
	Hold a workshop on the development of guidelines on proposal writing for project managers at national and provincial level.	March 2005	Draft guidelines are available and later the approved guidelines are available.	R70 000
	Write the guidelines.	July 2005		
	Conduct a needs analysis exercise for extra budgetary support, both in the Department and in provinces.	February 2005 culminating in May 2005	Draft and approved repertoire of needs is available for use with national Treasury and the donors.	
	Facilitate the external evaluation of the budget support programme funded by the Dutch government.	February - March 2005	Draft and approved final evaluation report is available.	
	Set up the structures, processes and systems for the new budget support programmes funded by the Dutch government.	April 2005	Approved Project Steering Committee and processes and systems are documented.	
	Facilitate the last meeting of the Project Steering Committee on the Dutch Technical Support Programme called CENESA.	February - March 2005	Approved synthesis report is tabled.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Ensure the final closure of the European Union Technical Support Programme to South Africa.	January 2005	Approved final and evaluation reports are available.	
	Hold four Project Steering Committee meetings with three benefiting provinces and the European Union Delegation on the School Infrastructure Programme. Hold three conversion meetings with the European Union and Treasury.	June 2005, September 2005, December 2005, March 2006	Approved progress reports and record of meetings are available. Agreement is reached with Treasury and the European Delegation on the approach to be adopted for the programme.	
	Ensure the closure, financial auditing and evaluation of the Japanese PHRD grant administered by the World Bank.	January 2005, February 2005, March 2005	Approved financial audit and evaluation report is available.	

CHIEF DIRECTORATE: EDUCATION HUMAN RESOURCES PLANNING

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	CoProvide human and financial support to ensure that the first phase of IQMS is implemented.	November 2005	Plans of action with clear time frames are developed in all provinces.	R3 500 000
	Obtain the mandate of HEDCOM and CEM on performance rewards and submit it to ELRC for negotiation and consultation	April 2006	Summation evaluation of all educators is finalised and included in their performance reports. Mandate is received and negotiations take place at ELRC, and draft agreement is drawn up.	
	Review the existing policy on the conditions of employment and the report presented at ELRC for a 10-year plan.	March 2006	Review the report tabled and a draft 10-year plan discussed at ELRC.	
	Keep a national register of educators seeking employment. Provide information to PEDs on educators seeking employment.	March 2006	Database is populated with the names of unemployed teachers to assist provinces with recruitment.	R200 000
	Provide educators who seek employment with a list of vacant posts.		Strategies are formulated on how to use the unemployed educators where necessary.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To maintain and promote labour peace in education.	Implement the Dispute Prevention Strategy by ELRC. MTEF Budget Consultations (three national workshops, if necessary). Post-budget consultation for 2006/07 held in April. Feedback and input from unions in May/June 2005. Final consultation on 2005/06 budget held by September /October 2005.	September 2005	The Dispute Prevention Strategy is revised and adopted by the ELRC. Trade unions are well informed about the intention of DoE in utilising its budget.	R530 000
To develop partnerships and strengthen relationships on labour relations in Africa and internationally.	Establish and participate in an organising committee to plan a conference with participants from other parts of Africa (SADC in particular) to discuss the recruitment and migration of educators.	September 2005	Participants from other parts of Africa present papers at a conference whose proceedings are subsequently published in a journal of the ELRC.	R1 000 000
Establish an effective EHR Planning System.	Develop the HR Planning Strategy on teacher supply, utilisation, development and identity.	March 2006	EHR Planning Strategy.	R60 000
	Formulate the Information Management Strategy for EHR Planning.	March 2006	Information Management Strategy.	
	Report on a possible incentive model for scarce skills, embark on a pilot project for Mathematics and Science.	March 2006	Initial Incentive Model and a pilot project are implemented.	R15 000
	Determine the supply gaps in FET in line with the NCS.	March 2006	Report on FET HR needs.	R650 000
	Establish a database on general scarce skills.			

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To develop norms for provisioning posts in inclusive education, FET colleges and support staff.	Support the investigation into the posts required by schools and FET colleges.	March 2006	A report is produced on the provisioning needs of schools and FET colleges.	
To review the post provisioning norms (PPN) for schools.	Investigate the success, failures and gaps in the PPN.	July 2005	Report on the impact of PPN on schools.	R1 000 000
To oversee compliance with the objectives of the HRD and National Skills Development Strategies.	Coordinate inter-departmental input and agree on the respective responsibilities.	March 2006	Plans of action for all respective departments regarding the HRD and NSDS requirements.	R200 000
	Determine the needs of the labour market.	March 2006	Labour market indicators are developed.	
	Develop a National Framework for Skills Development and establish national priorities.	March 2006	National Framework for Skills Development in public education.	

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6.4 Quality Promotion and Development

CHIEF DIRECTORATE: QUALITY PROMOTION AND ASSURANCE
Directorate: National Assessments & Research

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To ensure the availability of up-to-date and credible data on the performance of learners on specified educational outcomes.	Facilitate and monitor the dissemination of the Grade 6 survey findings to key education role players.	April - August 2005	Printed copies of the findings of the survey on learner performance in the three Learning Areas are disseminated to key role players.	R850 000
	Convene national, provincial and district discussions to mediate the distribution of the report and raise the level of national focus on the achievement of learning outcomes.	May - September 2005	Various indabas are held.	R650 000
	Undertake/commission research into identified problem areas, based on the Grade 6 survey findings, to create understanding of learner performance and possible solutions.	July 2005 - March 2006	Report is available on identified problem areas in learner performance, which deepens understanding of the indicated performance.	R500 000
	Initiate a discussion on an alternative assessment model on the levels of accountability across the system.	May - October 2005	Draft framework for an alternative national assessment model is available for public participation.	R600 000

Directorate: Whole-school Evaluation

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To develop and maintain a culture of self-evaluation by education institutions against the nine cross-organisational aspects identified as key characteristics of effective schools, to ensure continuous institutional development.	Hold a workshop to refine the WSE material and align it to the school support focus: • Evaluation and Monitoring Instruments; • Guidelines and Criteria • Questionnaires; • Interview Schedules; and • Supervisor Notebook.	April 2005	Refined and printed WSE material.	R70 000
	Arrange for printing the WSE material.			R25 000
	Set up and train the WSE training team nationally and in the different provinces.	April 2005	A training team competent enough to conduct WSE training is in place.	R30 000
	Develop training packages for training newly appointed WSE staff in the implementation of the WSE Policy and report-writing and monitoring skills.	April 2005	Availability of training packages for provincial supervisors.	R142 000
	Arrange for the printing of training material.	June 2005		
	Train the WSE staff in provincial offices and districts, and train school principals.	May 2005	Approximately 50 newly appointed WSE staff members have been trained. There are improved reports and monitoring competencies. Approximately 100 principals are trained in the implementation of the WSE Policy and competent enough to do objective School Self-Evaluation and prepare School Improvement Plans.	R205 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Hold a workshop to review and refine the WSE training packages. Arrange for the printing of the refined WSE training packages.	March 2006	Refined and printed WSE training packages.	R70 000 R10 000
	Monitor WSE activities in the provinces.	April 2005 Ongoing	The availability of reports on the findings and recommendations from the WSE activities.	R60 000
	Procure and train DoE officials in the use of qualitative and quantitative statistical packages.	April 2005	The 5-user SPSS and 5-user ATLAS Software Programs are integrated with the QPA MES. Skilled QPA staff in Qualitative and Quantitative Data Analysis.	R150 000 R29 000
To set up a National Database System (Quality Promotion and Assurance Monitoring and Evaluation System: QPA MES) and provide regular training in data capturing and data manipulation.	Prepare a service level agreement (SLA) for supporting the current QPA MES.	April 2005	An SLA that gives on-site support to the QPA MES and training, ensuring the sustainability of the system.	R91 200
	Develop the existing QPA MES project toaccommodate the changes resulting from the IQMS processes.	April 2005	New instruments/ questionnaires, enabling the alignment of WSE with the IQMS processes.	R3 900 000
	Integrate and incorporate systemic evaluation (SE) data and functions.	June 2005	Functionalities on the QPA MES to incorporate SE user requirements and input forms for SE instruments and contextual questionnaires. A functional Database Management subdirectorate that addresses the needs of the Chief Directorate: National Assessment and Research.	R4 500 000
	Identify requirements, design and develop a database to accommodate the National Assessment and Research Directorates.	September 2005		R250 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Visit the provinces to assist them in doing a needs analysis for setting up (or integrating with existing ones) the QPA database systems in their province; and link the QPA MES to provincial systems to ensure sustainability.	May - July 2005	Functional and accessible QPA database systems in provinces are linked to the Ministry's QPA MES.	R60 190
	Train provincial WSE core group members in the functionalities of the QPA MES.	July - August 2005	Provincial core group members have competency skills in basic database functionalities and data capturing.	R24 000
	Capture on the system all hard-copy WSE reports of schools that have been externally evaluated.	April 2005 - January 2006	WSE School Reports are available on QPA MES system on Intranet/Internet for benchmarking purposes.	
To establish viable support and monitoring mechanisms for providing meaningful feedback to schools, based on the recommendations of evaluation and monitoring activities to ensure that areas of weakness are followed up, and to disseminate good practices across all schools.	Visit the provinces to do an audit on district support.	April - November 2005	A draft report is produced.	R120 380
	Write and finalise the report on provincial visits.	November 2005 - January 2006	A final report is published.	R20 000
	Work on the draft post evaluation support (PES) document.	February - March 2006	A draft PES framework document is available.	R50 000
			TOTAL	R9 806 770

CHIEF DIRECTORATE: SPECIAL PROGRAMMES IN EDUCATION
Directorate: School Enrichment Programmes

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To increase the focus on and raise awareness of gender equity in education.	Create strategic opportunities for dialogue in key stakeholder groupings, using draft policy documents and reports.	April 2005 - March 2006	Seminars, workshops and indabas are held for various levels of educators and other stakeholders, centred on the Issues on Gender in Education publication; the Sexual Harassment draft policy, draft policy on Learner Pregnancy and report of the Ministerial Committee on Gender Equity. All provinces and 20% of all schools mark national women's days.	R500 000
	Conduct a baseline survey of views on gender issues in education.	March 2006	Baseline information is available to guide further work.	R100 000
	Convene quarterly meetings and arrange training for the National Gender Coordinating Committee.	March 2006	National Gender CoordinatingCommittee members are trained in relevant areas.	R100 000
	Compile the Education for All country report, set the gender equity goal.	March 2006	A report is produced with recommendations on improving gender equity.	R280 000
To create a positive learning experience for girls throughout the education system.	Provide a guideline document identifying threats to the educational experience and achievement of girls.	September 2005	Threats to girls' education are identified and documented.	R20 000
	Provide training for School Management Teams and School Governing Bodies on Opening Our Eyes.	March 2006	All School Management Teams and School Governing Bodies in the 21 nodal areas are trained.	R300 000
	Set up a school-based Girls' Education Movement (GEM) clubs from the Senior Phase, at FET schools and colleges.	June 2005	Information is available from all provinces about schools with GEM clubs.	R10 000

Directorate: Gender Equity

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Strengthen African links using the Girls Education Movement (GEM).	March 2006	Guidelines are sent to all provinces on GEM, its objectives and how to set up GEM. Seminars, workshops and Internet chat rooms are organised for the SA GEM movement to have active links and exchanges with other African GEM movements. Increased participation of girls in nationally organised sports, arts and cultural activities. Sports facilities and equipment conducive to the participation of girls are available at 50% of the schools in nodal areas. National strategy is formulated on mentoring girls.	R50 000
To set targets and monitor gender parity and equality at all levels of the system.	Identify critical areas of achievement to measure parity and equality, and set targets for the next five years.	March 2006	Targets are set in the critical areas identified. A monitoring instrument is developed and canvassed widely.	R10 000

Directorate: Race and Values in Education

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To ensure that all schools are supported to promote the values of non-racism and equality in their ethos, policies and practices.	Implement a pilot strategy for whole school development training for 10 schools in two provinces (Mpumalanga and the Western Cape).	March 2006	Schools are enabled to reflect the values of equity, democracy, reconciliation and unity in diversity in their ethos, policies and practices.	R1 000 000
	Implement the strategy on racial integration in schools.	March 2006	Strategy is adopted and provincial structures are in place to support schools around issues of racial integration.	R200 000
	Conduct visits to all provinces in support of the racial integration strategy.	Sept 2005	There is a reduction in reported cases of racism and human rights abuses in schools.	
	Provide advocacy materials on the national symbols to all schools.	May 2005	All schools raise the national flag and display all other national symbols; all learners, teachers, school communities and governance structures are able to sing all the verses of the national anthem.	R100 000
	Strengthen cooperation with Constitution Hill. Distribute copies of the Bill of Rights to all FET schools and colleges.	September 2005	Learners are increasingly aware of the responsibilities that accompany rights.	R58 000
	Conduct training programmes in cooperation with EMGD for SGBs to govern schools in relation to the values of the Constitution.	Ongoing	Training for SGBs is conducted in at least three provinces.	R50 000
To ensure that all schools are supported to promote the values of non-racism and equality in their ethos, policies and practices.	Ensure that one of the key staff members in the school support structure closest to the school is allocated to support all schools in reflecting the values of the Constitution.	March 2006	One official per school-support structure closest to school is designated and undergoing training.	R2 500 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Provide training to the above officials as part of 72 office-based teachers, SMT members and teachers in selected clusters in each province.	July 2005	First cohort of officials participating in the ACE successfully completes the course.	
	The Values in Education Network meets quarterly and provides support to schools, particularly with reference to racial integration and non-racism.	August 2005	A network provides guidance and support in provinces and districts.	R171 000
To conduct research on and monitor compliance with the values of non-racism and equality in all education institutions.	Revise the instruments for the provincial monitoring and reporting of the values programme, discrimination and good practice, including special reporting for district officials.	March 2006	Provincial officials compile comprehensive and informative reports. Reports on national values and human rights monitoring are submitted to the Minister.	R156 000
	Maintain partnerships with other monitoring functions (SAHRC, SACE, ELRC, EMIS) to ensure that the monitoring instruments capture the above concerns.	Ongoing	Other State monitoring functions (SAHRC, SACE, ELRC, EMIS) submit comprehensive and informative reports on the incidence of racism and other human rights abuses.	
	Form partnership with a service provider to train provincial officials and district officials in monitoring and assessing compliance with Constitutional values.	July 2005	District officials are trained to monitor and assess compliance with Constitutional values.	
To ensure that all teacher development programmes prepare teachers to teach in a manner which promotes non-racism and equality.	Develop guidelines and indicators for in-service and pre-service training.	June 2005	A clear and usable document is ready to use for engagement in training institutions and to monitor training.There is an increase in the number of teachers enabled to integrate the values of the Constitution into their teaching.	R100 000
	Distribute support materials on Values and Human Rights in the curriculum for GET and FET teachers to 10 schools per province in seven provinces.	August 2005	Formal evaluation report is finalised. Provincial report-back seminars are held in all nine provinces.	R2000 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To promote social cohesion by celebrating unity in diversity in a South African and broader continental identity.	Organise national and international days at several levels.	Ongoing	Social cohesion is enhanced through the celebration of national days.	R500 000
	Organise holiday activities and debates on cross-cultural issues and values for youth.	Ongoing	Youth have a greater understanding of different cultures and their roles as responsible citizens.	
	Develop and distribute materials on Africa Day to schools, with particular emphasis on combating xenophobia.	Ongoing	Advocacy materials on Africa Day are in all schools and all schools celebrate of Africa Day.	R120 000
	Finalise and distribute in partnership with the Department of Justice a popular version of the Final TRC reports to all education institutions.	November 2005	The popular version of the Final TRC Reports is distributed to all education institutions.	R250 000
	Finalise and distribute a publication on the apartheid education submissions, made to the Minister of Education as part of the Ten Years of Freedom Celebrations.	July 2005	A book on the apartheid education submissions is distributed to all FET and HE institutions. A pilot strategy is launched in at least one province.	R300 000
To ensure that all youth are able to participate as active and responsible citizens.	Formulate a strategy focused on the youth in the nodes, about the issues of changing the attitudes towards crime, violence and other social ills.	June 2005	A pilot strategy is launched in at least one province.	R300 000
	Encourage youth participation in community projects during weekends and holidays.			
	Encourage young people to participate in the local government elections in partnership with the IEC.	November 2005	Increased youth participation in the local government elections.	R59 000

CHIEF DIRECTORATE: HIV AIDS AND NUTRITION
Directorate: HIV and AIDS

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To ensure comprehensive and integrated planning in health education across all levels of the system.	Provide strategic leadership and support at all levels in dealing with health-related issues in the system.	June 2005	Area for providing intervention is identified. There is enhanced capacity in the management of health-related issues in the system.	R200 000
To improve the understanding of health-related issues that impact on the education system.	Release the findings of the ELRC study on the determinants of the supply of and demand for educators.	April 2005 - Ongoing	Strategic partnerships are identified. A better understanding of the impact of HIV and Aids on the education system.	R400 000
	Identify and design interventions based on the results of the study on the determinants of the supply of and demand for educators.	June 2005	Interventions are identified.	R200 000
	Establish a database relating to health education to inform development and planning.	March 2006	A database specific to health education has been established.	R250 000
To monitor and evaluate the impact of health education programmes in the education system.	Incorporate health-related DoE indicators into EMIS. Facilitate the communication of reports of the impact studies conducted on life skills programmes in institutions.	December 2005 Ongoing	Reports of the impact studies are available and communicated to all stakeholders.	R300 000
	Develop and distribute promotional materials to communicate the health education issues that impact on education.	July 2005	Promotional materials on identified health education needs are developed and distributed to all schools.	R400 000
	Develop a wellness programme for learners.	March 2006	Wellness programme for learners is available. Self-care programmes are developed on chronic diseases for learners.	R400 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Develop and facilitate the distribution of a health guide/resource booklet.	March 2006	A health guide/resource booklet is compiled and its distribution facilitated. Educators are supported in identifying and responding to children with particular health needs.	R400 000
	Make condoms available to all national public schools.		Condom dispensers are available at schools.	R4 500 000
	Strengthen partnerships to ensure access to condoms in schools.	March 2006	Partnerships are strengthened in ensuring condom distribution to employees.	R50 000
	Develop and facilitate the implementation of a wellness programme for educators.		Wellness programme for educators is developed. Self-care programmes for employees are developed on chronic diseases.	R400 000
To ensure inter-sectoral collaboration in and support of health education programmes.	Strengthen partnership/ collaboration with learner representative bodies in supporting the DoE with peer education programmes.	April 2005 ongoing	Partnership/collaboration with learner representative bodies is established. Active participation and support of learners in the DoE programmes.	R100 000
	Organise and participate in health promotion events/activities.	April 2005 ongoing	Health promotion events supported/advocated.	R500 000
	Evaluate and monitor the impact of HIV and Aids resource guides in schools and school communities.	April 2005 ongoing	The impact of HIV and Aids resource guides in schools and school communities is evaluated and monitored.	R400 000
	Facilitate collaboration with other government departments, international agencies, donors and other stakeholders to strengthen the implementation of the health education programmes.	April 2005 ongoing	Strategic partnerships are established and strengthened in the development and implementation of the DoE's health education programmes.	R50 000

Directorate: Nutrition

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To contribute to enhanced active learning capacity through school feeding.	Support and monitor access to meals of approved quality by learners in targeted schools.	April 2004 - March 2005	Monthly and quarterly reports that show compliance with the targets and specifications stated in the programme framework.	R340 000
	Consolidate the realistic targets of the NSNP.	May - September 2004	Revised targeting and selection are completed in provinces. Revised criteria for the DORA.	
	Review best practice for feeding models in different provinces and internationally.	September 2004 - February 2005	Existing menu options are reviewed by provinces. A literature review of best practice in school nutrition nationally is completed.	R210 000
	Hold inter-provincial meetings aimed at supporting the provinces.	June 2004 - March 2005 (quarterly)	Four inter-provincial meetings are held for coordinators.	R60 000
	The NSNP supports the development of business plans and the conditional grant framework for 2005/06.	September 2004 - February 2005	Nine approved business plans and the grant framework are submitted.	R50 000
To generate food production and economic activity in communities in order to improve household food security.	Consolidate teams to manage food production and implement food production activities in nodal areas.	May 2004 - March 2005	Inter-sectoral teams for food production are in place and more than 90 new food gardens are established in nodal districts.	R400 000
	Develop NSNP models to stimulate economic activity in nodal areas.	June 2004 - March 2005	Researched business models, SLAs and commitments by various partners.	R400 000
	Formulate a strategy to facilitate the teaching of Nutrition Education for learners and parents.	July 2004 - March 2005	Teaching and learning plan and materials are developed in preparation for support of master trainers for learners and parents in 2005/06.	R350 000
To strengthen nutrition education in the school curriculum and the community in general.	Conduct a baseline study on NSNP strategic objectives and the nutrition status of learners.	July 2004 - March 2005	Baseline study report is available.	R2 000 000
	Consolidate the guidelines on health and education.	October - December 2004	Guideline document on health and education.	R10 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To consolidate institutional capacity.	Determine the capital expenditure for offices.	July 2004	Purchases are made.	R240 000
	Perform office administration.	Ongoing	Administration is effective.	R300 000
	Finalise the HR appointments.	June 2004 - January 2005	All approved positions for national level and 12 Assistant Director positions (latter tenable in provinces) are finalised.	
	Purchase hardware and office aids for 12 Assistant Directors (tenable in provinces).	February 2005	Purchases are made.	R300 000
	Purchase vehicles for 12 ADs (tenable in provinces).	February 2005	Purchases are made.	R1 250 000

Directorate: Social Issues Management

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To create a safe learning environments at all education institutions.	Support 50% of all schools in nodal areas to establish School Safety Teams.	December 2005	School Safety Teams have been established in order to address the challenges of safety.	R20 000
	Distribute the Signpost for Safe Schools Workbook to all provinces. Roll out the training in the Signpost for Safe Schools to 50% of schools in the nodal areas.	April 2005	Workbooks are distributed to all provinces.	R20 000
		May 2005	School Safety Coordinators have been trained in the issues of school safety and its management.	R230 000
	Support 50% of all schools in the nodal areas to compile context-specific policies to address the challenges of safety.	March 2006	Context-specific policies have been developed to enable schools to manage incidents of crime and violence.	R50 000
	Ensure that 50% of schools in hotspot areas are declared weapon-free zones.	April 2005	Schools have been declared weapon-free zones.	R20 000
	Implement the recommendations of the baseline study (development of structures and processes to support and monitor safe and healthy learning institutions) in 100 schools.	June 2005	Schools are enabled to apply the suggested structures and processes to support and monitor safe and healthy learning institutions.	R792 000
To create safety nets for children at risk.	Assist 50% of all eligible learners to access social grants in the nodal areas. Develop and implement a screening mechanism to determine the health status of the Grade 1 learner.	May 2005	Learners living in circumstances of extreme poverty are enabled to access social grants.	R250 000
		August 2005	The health status of the Grade 1 learner entering school has been improved.	R200 000

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Finalise and obtain approval of the Guidelines for the Management of Substance Abuse in all public schools and Further Education and Training institutions.	June 2005	Schools are able to manage incidences of drug use/abuse among learners in a restorative manner.	R50 000
	Print and distribute to all schools the Guidelines for the Management of Substance Abuse in all public schools and Further Education and Training institutions.	June September	There is a clear and useful document for educators on managing substance use/abuse in schools.	R100 000
	Conduct training on the Guidelines for the Management of Substance Abuse in all public schools and Further Education and Training Institutions in 50% of all schools in the nodal areas.	April - December 2005	Educators have an increased ability to manage substance use/abuse in schools.	R110 000
	In partnership with the United Nations Office on Drugs And Crime, train master trainers in the policy framework as well as the management of substance abuse in all public schools and Further Education and Training institutions.	April 2005 - December 2006	The capacity of teachers and communities has been enhanced to implement effectively the Policy Guidelines on the Management of Drug Use/Abuse in schools.	
	Develop programmes for the prevention of suicide among learners.	April 2005 - March 2006	Teachers are equipped to take preventive support measures for learners who are contemplating suicide.	R100 000
	Develop a strategy in collaboration with the Department of Social Development and non-governmental organisations to assist street children to gain access to formal education and/or training.		Street children have access to formal education and/or training.	R120 000

6.5 Higher Education

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
To produce the high-quality graduates needed for social and economic development.	Finalise the enrolment-planning framework for the 2005-2009 academic years, which would enable the alignment of the available resources with the growth in student numbers.	July 2005	The enrolment-planning framework is approved by the Minister.	
	Initiate a study to assess the macro-funding requirements for ensuring a sustainable, affordable and quality higher education system in the context of national policy goals and objectives.	July 2005	A report on the outcomes of the study is released.	
	Finalise the investigations, which may require changes to the new funding framework. These include the following: • The appropriateness of the current price groups in the funding grid for engineering, computer science and teacher education. • The development of an institutional factor for multi-campus institutions. • The inclusion of experiential learning in the determination of the teaching input grant.	September 2005	Ministerial decision is made on the outcomes of the investigations.	
	Develop a framework, including the criteria and guidelines, in conjunction with the Department of Science and Technology and the National Research Foundation, for determining the allocation of research development funds to institutions at the end of the migration phase of the implementation of the new funding framework.	September 2005	Approval of framework by the Minister.	

STRATEGIC OBJECTIVES	PERFORMANCE MEASURES			
	ACTIVITIES	TIME FRAME	PERFORMANCE INDICATOR	BUDGET
	Assess the existing policy goals and objectives, including targets and benchmarks, in the National Plan for Higher Education.	October 2005	Revision of the National Plan for Higher Education.	
	Finalise the new higher education qualifications framework.	September 2005	The approved higher education qualifications framework is gazetted.	
To achieve equity in the South African higher education system.	Establish and monitor equity and graduation rate targets for public higher education institutions.	Ongoing	There is a changing demographic composition of staff and students to reflect the realities of broader society.	
To achieve diversity in the South African higher education system.	Facilitate and monitor the implementation of the restructuring of institutions, including the provision of technical support.	Ongoing	Successful implementation of institutional restructuring proposals.	
To provide institutional support to higher education institutions.	Develop a framework for student governance for consideration by the higher education institutions and constituencies.	April 2005	Contribution is made to enhancing governance structures at higher education institutions.	
	Review the role, function and operation of institutional forums.	June 2005	Enhanced role of institutional forums at higher education institutions.	
To promote and sustain research in the higher education system.	Facilitate and monitor the implementation of the new policy (commencing in January 2005) for the measurement and reward of research output at public higher education institutions.	October 2005 Ongoing	Enhanced role of institutional research offices in administering and managing the evaluative processes and procedures relating to research output.	
	Review the measurement and reward of the research output of the performing and creative arts.		Improved and appropriate evaluative instruments are available for the performing and creative arts.	

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7. Statutory Bodies

Council of Education Ministers (CEM)

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

Heads of Education Departments Committee (HEDCOM)

Chairperson: Director-General, Department of Education
Secretariat: Directorate: Office of the DG
Tel: (012) 312 5166
Fax: (012) 321 2093
E-mail: Mbonambi.B@doe.gov.za
Sol Plaatje House Private Bag X895
123 Schoeman Street Pretoria
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
Didacta Building P O Box 13354
211 Skinner Street The Tramshed
Pretoria 0002 0126

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.saqa.org.za
1067 Hatfield Postnet Suite 248
Forum West Private Bag X06
Arcadia Street Waterkloof
Hatfield 0145
0083

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

Chairperson: Mr J 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 X1
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 X127
Centurion
0046

National Board for Further Education and Training (NBFET)

Chairperson: Mr Dennis George
Secretariat: Mr K Pole
Tel: (012) 312 5014
Fax: (012) 321 3349
E-mail: pole.k@doe.gov.za
Website: see DoE sites at: education.pwv.gov.za
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Pretoria
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National Student Financial Aid Scheme (NSFAS)

Chairperson: Ms Vuyisa Tanga
Executive Officer: Mr A. Taylor
Tel: (021) 797 8121
Fax: (021) 797 8131
E-mail: info@nsfas.org.za
Website: www.nsfas.org.za
Private Bag X1
Plumstead
7801

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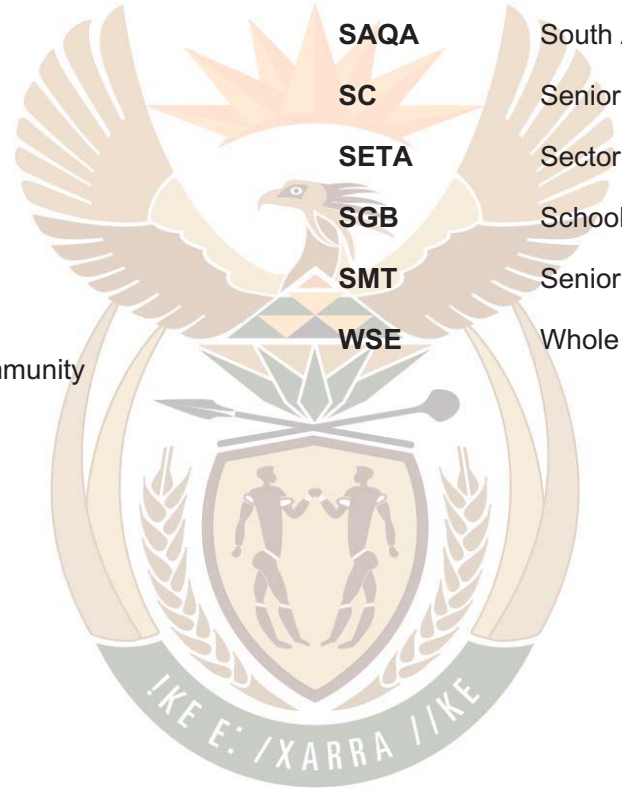
8. Acronyms

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 Institutions
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 organisation
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	Southern African Development Community
SACMEQ	Southern African Consortium for Monitoring Educational Qualifications
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



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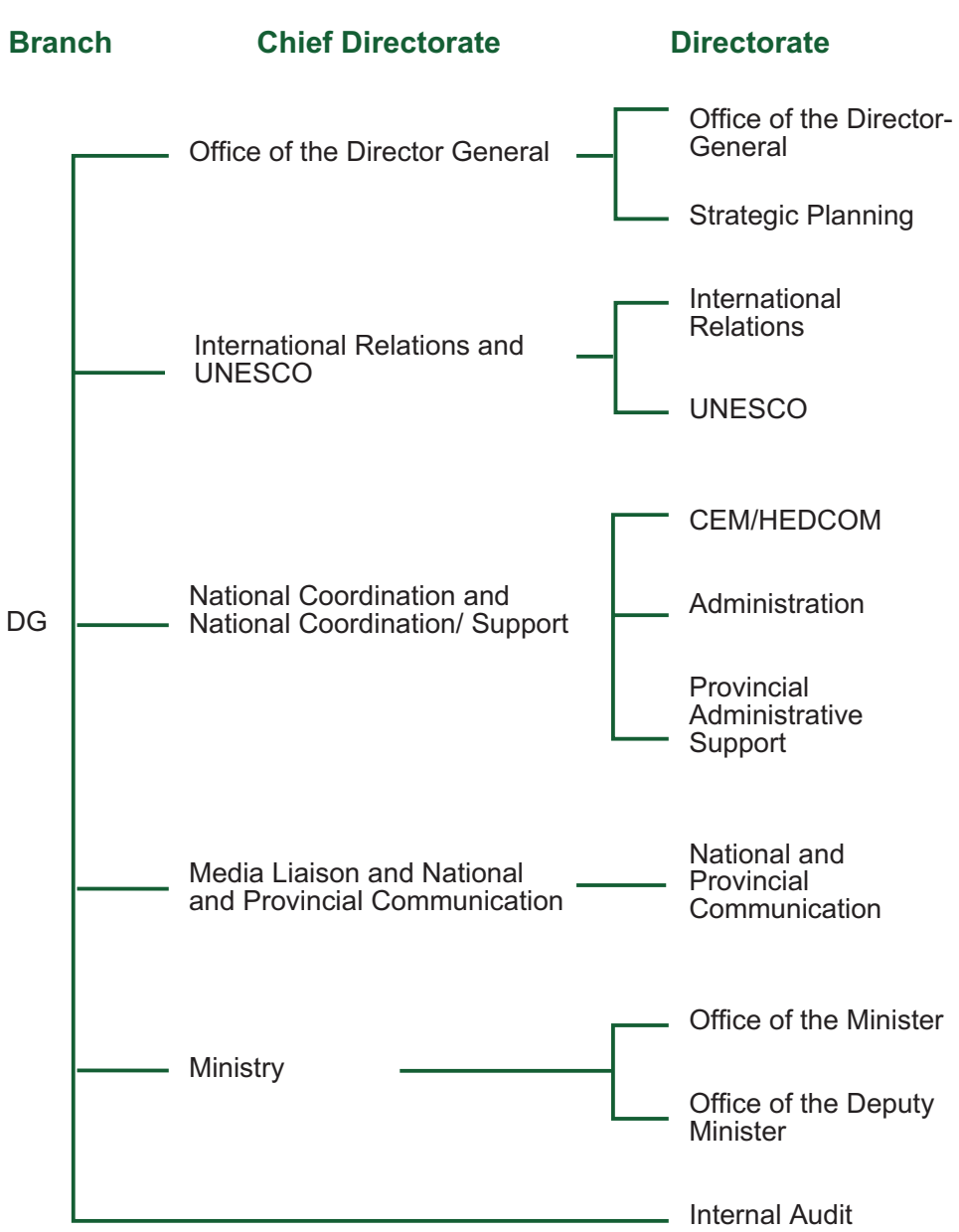
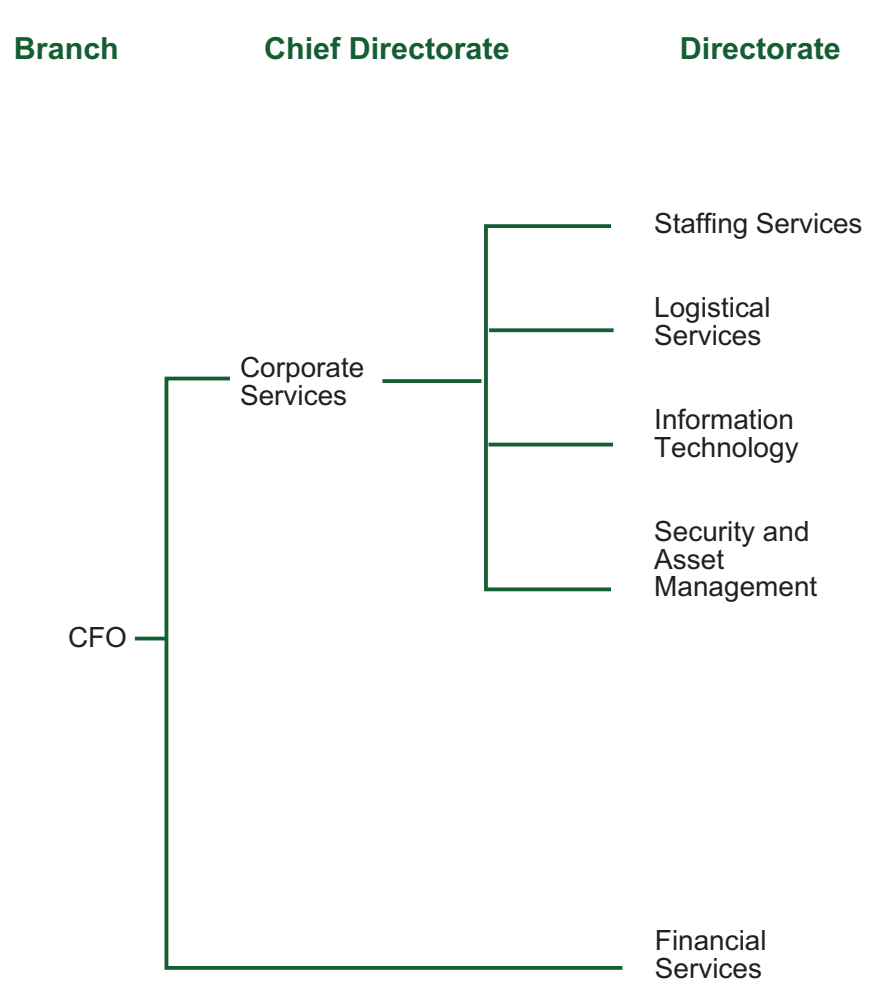
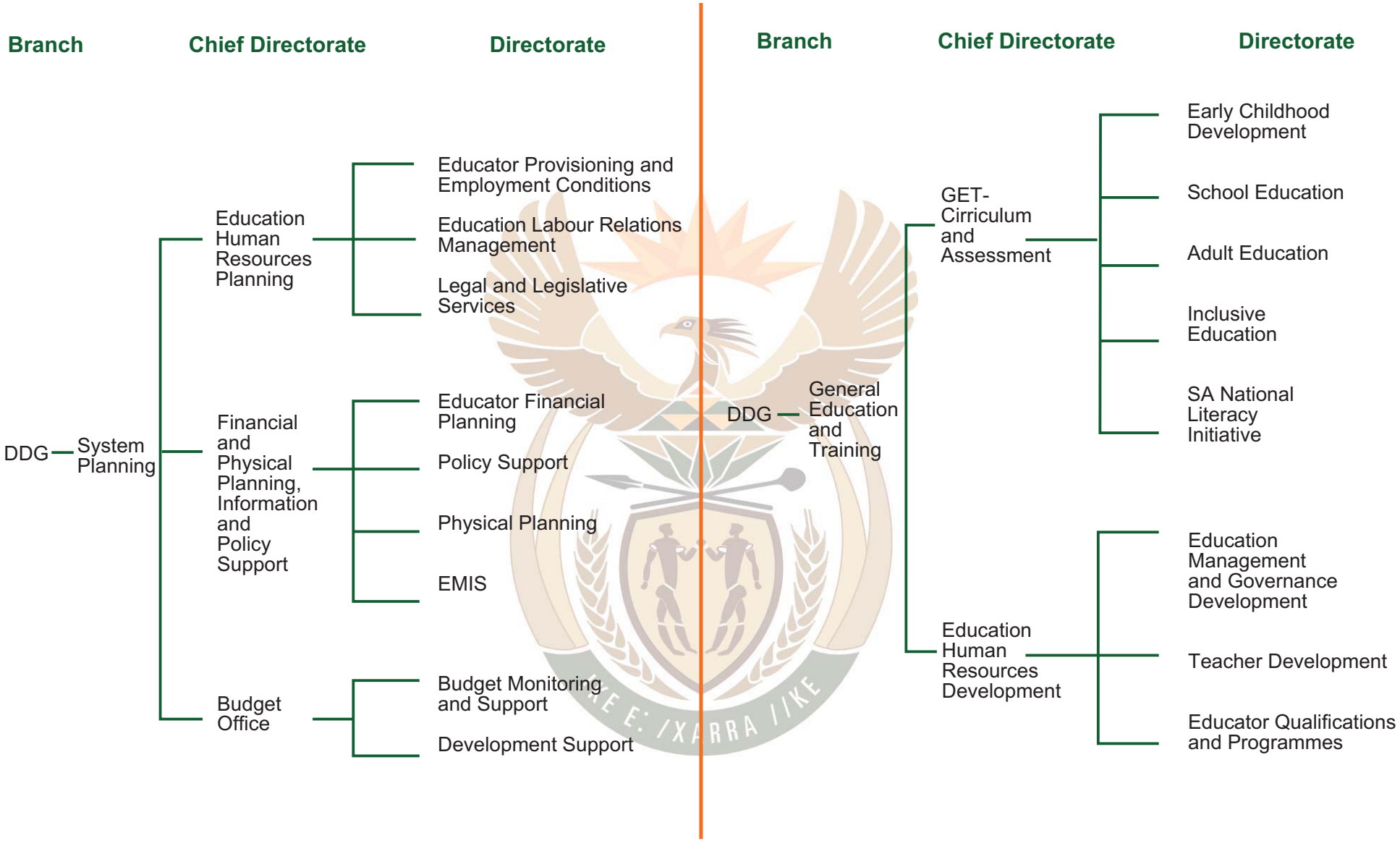
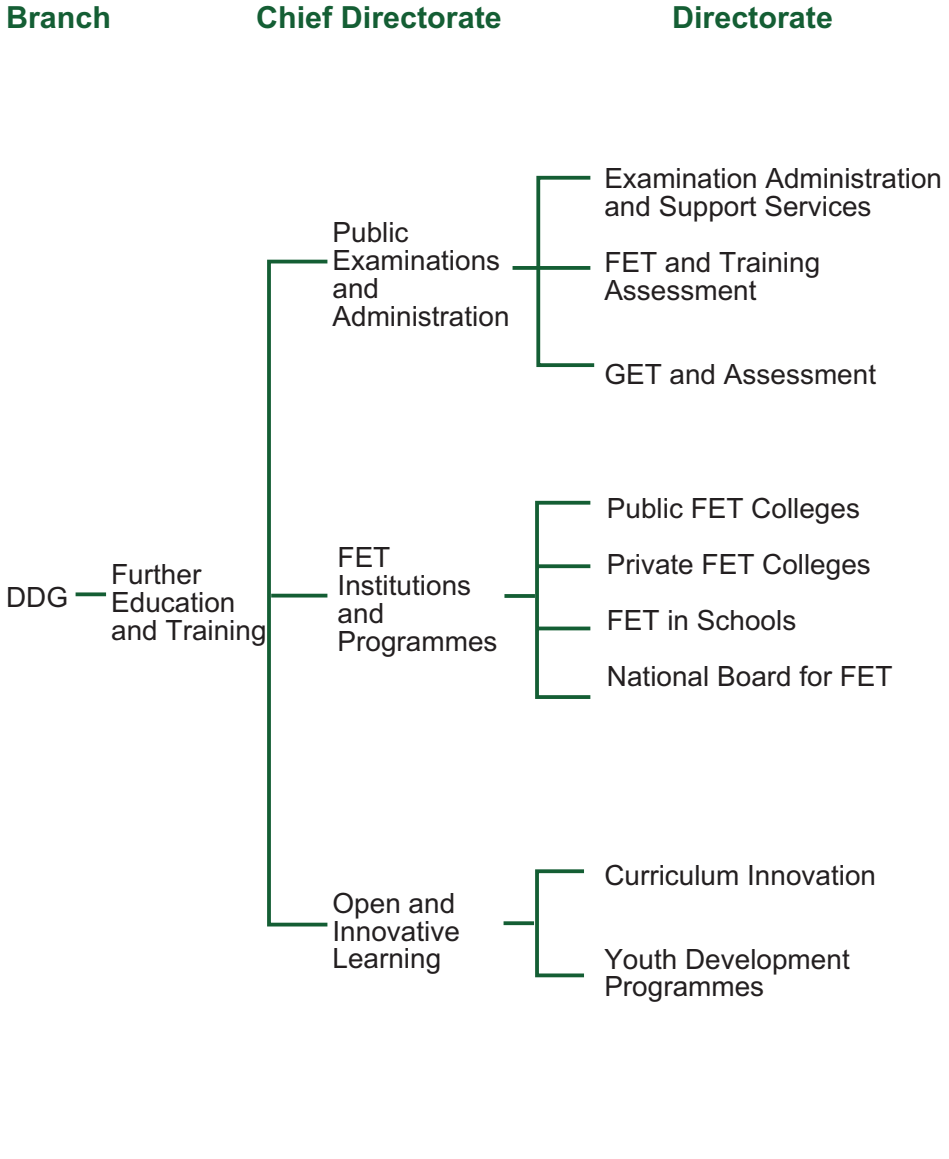
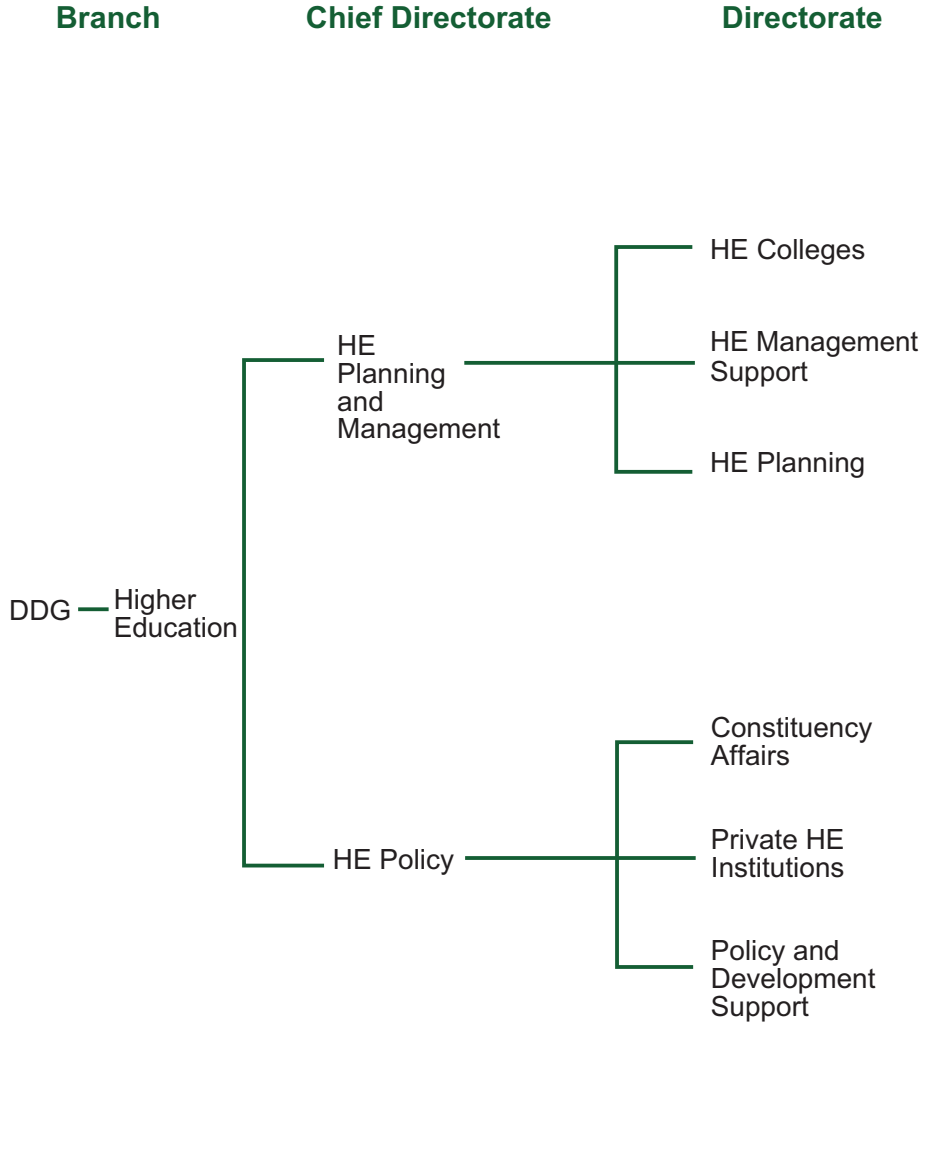
9. Organogram

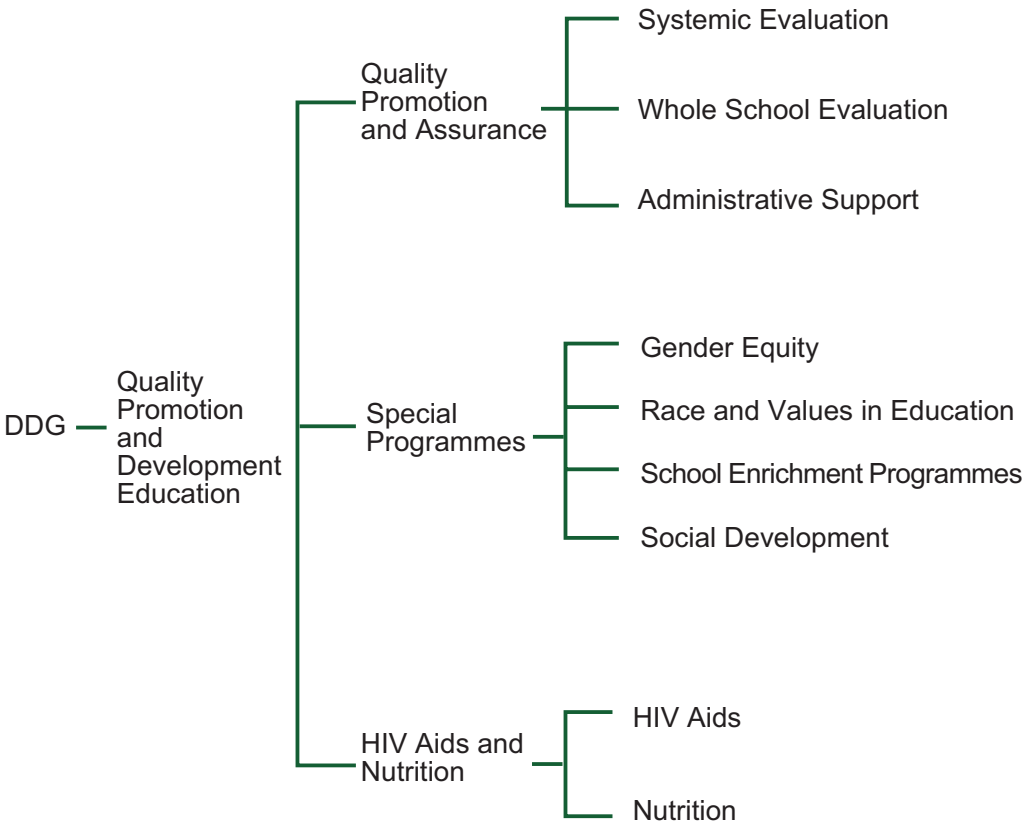

Branch
Chief Directorate
Directorate
DG
Office of the Director General
Office of the Director-General
Strategic Planning
International Relations and UNESCO
International Relations
UNESCO
National Coordination and National Coordination/ Support
CEM/HEDCOM
Administration
Provincial Administrative Support
Media Liaison and National and Provincial Communication
National and Provincial Communication
Ministry
Office of the Minister
Office of the Deputy Minister
Internal Audit


Branch
Chief Directorate
Directorate
CFO
Corporate Services
Staffing Services
Logistical Services
Information Technology
Security and Asset Management
Financial Services


Branch
Chief Directorate
Directorate
DDG
System Planning
Education Human Resources Planning
Educator Provisioning and Employment Conditions
Education Labour Relations Management
Legal and Legislative Services
Financial and Physical Planning, Information and Policy Support
Educator Financial Planning
Policy Support
Physical Planning
EMIS
Budget Office
Budget Monitoring and Support
Development Support
Branch
Chief Directorate
Directorate
DDG
General Education and Training
GET- Cirriculum and Assessment
Early Childhood Development
School Education
Adult Education
Inclusive Education
SA National Literacy Initiative
Education Human Resources Development
Education Management and Governance Development
Teacher Development
Educator Qualifications and Programmes


Branch
Chief Directorate
Directorate
DDG
Further Education and Training
Public Examinations and Administration
Examination Administration and Support Services
FET and Training Assessment
GET and Assessment
FET Institutions and Programmes
Public FET Colleges
Private FET Colleges
FET in Schools
National Board for FET
Open and Innovative Learning
Curriculum Innovation
Youth Development Programmes


Branch
Chief Directorate
Directorate
DDG
Higher Education
HE Planning and Management
HE Colleges
HE Management Support
HE Planning
HE Policy
Constituency Affairs
Private HE Institutions
Policy and Development Support


Branch
Chief Directorate
Directorate
DDG
Quality Promotion and Development Education
Quality Promotion and Assurance
Systemic Evaluation
Whole School Evaluation
Administrative Support
Special Programmes
Gender Equity
Race and Values in Education
School Enrichment Programmes
Social Development
HIV Aids and Nutrition
HIV Aids
Nutrition