Strategic Priority 2.3: To improve the employment outcomes of post-school education and training programmes	
Strategic Objective	**Process Indicators**
Establish credible industry-institutional partnerships in FET	Each FET institution has at least one functional and sustainable industry-institution partnership aimed at enhancing the link between formal learning and the world of work and providing opportunities for placements
Establish credible industry-institutional partnerships in HET	Each of the occupational training focused faculties, schools or departments in the higher education system have at least one functional and sustainable industry-institution partnership aimed at enhancing the link between formal learning and the world of work and providing opportunities for placements

Strategic Priority 2.4: To ensure that FET and HET is responsive to the skills demands arising from South Africa's social and economic development imperatives	
Strategic Objective	**Indicator/outputs**
To ensure that FET graduation rates are responsive to social and economic skills demands	Ratio of the humanities; business and commerce; and science, engineering and technology graduations
To ensure that HE enrolment is responsive to social and economic skills demands	Ratio of the humanities; business and commerce; and science, engineering and technology enrolment
To ensure that HE graduation rates are responsive to social and economic skills demands	Ratio of the humanities; business and commerce; and science, engineering and technology graduation
To ensure that aggregate enrolment in further education and training is at optimal levels	Further Education and Training participation rate benchmarked against data for comparable and high-performing countries
To ensure that aggregate enrolment in higher education and training is at optimal levels	Higher Education and Training participation rate benchmarked against data for comparable and high-performing countries

COMMITMENT TWO: ACTIVITIES

Activity
Review and align National Scarce Skills list to arrive at a common official national skills list that is aligned to the country's social and economic priority goals (including Anti-poverty Strategy; ASGISA; NIPF; and IPAP) and which would guide all HRD activities in the country; especially with regard to HET, FET, immigration targets and SETA's
Review HET 5-year output trajectory against the national scarce skills list and account for projected shortfalls in output through adjustments to higher education rolling plans
Review FET 5-year output trajectory against the national scarce skills list and account for projected shortfalls in output through adjustments to FET enrolment planning
Review SETA's 5-year training output trajectory against the national scarce skills list and account for projected shortfalls in output through adjustments to Sector Skills Plans
Implement FET recapitalisation programme in a manner that is purposefully directed at improving institutional efficacy to meet the strategic objectives of the HRDS-SA
Implement Higher Education Institutional development programmes in a manner that is purposefully directed at improving institutional efficacy to meet the strategic objectives of the HRDS-SA
Take active measures to promote the emergence of sufficient capacity, quality and cost-effectiveness training providers in the area of skills development
Actively support the strengthening and growth of industry linked training institutions
Take active measures to ensure integration of education and training policy provisions, including as it pertains to skills development policy provisions and the functioning and policy frameworks for FET and HET institutions
Ensure that implementation of the FET Revised Curriculum is purposefully aimed at improving quality, responsiveness and relevance of education and training at FET Institutions
To increase the participation rate in higher education to meet the demand for high-level skills through a balanced production of graduates in different fields of study taking into account labour market trends.
To increase the number of graduates through improving the efficiency of the higher education system. To link improvements in efficiency to improvements in quality
To broaden the social base of higher education by increasing access to higher education of workers and professionals in pursuit of multi-skilling and re-skilling, and of adult learners who were denied access in the past.

COMMITMENT THREE: We will ensure universal access to, and urgently improve, the quality of basic education and schooling (up to Grade 12) in a manner that is purposefully focused on achieving a dramatic improvement in the education outcomes for the poor, and on equipping learners with optimal capacity for good citizenship to pursue post-school vocational education and training or employment.

COMMITMENT THREE: STRATEGIC PRIORITIES AND STRATEGIC OBJECTIVES

Strategic Priority 3.1: To ensure equity in education inputs and learning outcomes	
Strategic Objective	**Indicator/outputs**
To ensure that participation rates in quintiles one, two and three are commensurate with those for quintiles four and five	Ratio of Net Enrolment Rates of quintiles one, two and three (on the one hand) to quintiles four and five (on the other hand)
To ensure that all learners in quintile one and two do not pay school fees and have access to adequate levels of non-teacher inputs for effective learning	Percentage of quintile one and two schools complying with No Fee Schools policy and the per capita non-personnel expenditure at No Fee Schools as a percentage of an annual adequacy norm
To ensure that inequality of learning outcomes is significantly less than income inequality in the population as whole	Gini coefficient for the distribution of earning outcomes in the schooling cohort versus Gini coefficient for income distribution in the population
To improve learner performance in quintiles one and two	Learner performance in standardized tests for reading, writing and mathematics at Grades 3, 6 and 9

Strategic Priority 3.2: To ensure that education outcomes promote values that are consistent with good citizenship and the provisions of the South African Constitution	
Strategic Objective	**Indicator/outputs**
To achieve full coverage of learning sites that have active programmes aimed at promoting values in education	Number of schools that offer credible programmes aimed at promoting values in education
To ensure that all new entrants to teaching receive pre-service education and training programmes that are focused on the promotion of values in education through the curriculum	Number of pre-service educator education and training programmes that make credible provision for the promotion of values in education through the curriculum
To ensure that all serving educators receive regular in-service education and training programmes that are focused on the promotion of values in education through the curriculum	Number of educators who participate in at least one education and training programme that is focused on the promotion of values in education through the curriculum, every five years
To ensure that provisions for the promotion of values in education through the curriculum is actively implemented	The number of satisfactory lessons observed through regular sample surveys

Strategic Priority 3.3: To improve learner performance and quality of education in the schooling system	
Strategic Objective	**Indicator/outputs**
To dramatically improve learning attainment at all levels of the schooling system	Learner performance in standardized tests for reading, writing and mathematics at Grades 3, 6 and 9
To improve internal efficiency of the schooling system	Grade progression rate in schooling per year
To arrest and reduce the drop-out rate in the schooling system	Percentage of enrolled learners in a given year who do not return to school in the subsequent year

Strategic Priority 3.4: To expand age-appropriate participation in Early Childhood Education	
Strategic Objective	**Indicator/outputs**
To expand ECD provision to children up to age 4	% of children from birth to 4 years who are benefiting from credible ECD provision
To strive for universal enrolment in Grade R	% of children aged 5 years in the population in a given year who are enrolled in Grade R

Strategic Priority 3.5: To improve the percentage pass rate in Grade 12 and ensure that the profile of passes is commensurate with the country's social and economic imperatives	
Strategic Objective	**Indicator/outputs**
To improve the aggregate pass rate in Grade 12	Aggregate percentage of learners who pass the Grade 12 final examination
To increase the number of passes in the Grade 12 final examination with a 60% mark and above in Mathematics	Aggregate percentage learners who pass the Grade 12 final examination with a pass mark equal to or above a 60% in mathematics
To increase the number of passes in the Grade 12 final examination with a 60% mark and above in Physical Science	Aggregate percentage learners who pass the Grade 12 final examination with a pass mark equal to or above a 60% in Physical Science
To improve racial parity in the Grade 12 final examination results	Ratio of the percentage pass rate within each of four racial categories
To improve gender parity in the Grade 12 final examination results	Ratio of percentage pass rate for males to that of females
To continuously improve the performance of learners from schools in Quintiles One and Two in the Grade 12 final examination results	Aggregate percentage of learners in quintiles one and two who pass the Grade 12 final examination
To continuously decrease inter-provincial inequality in respect of the Grade 12 final examination results	Measure of inequality in the aggregate Grade 12 final examination results for the nine provinces

Strategic Priority 3.6: To ensure that all learners, especially the poor, have access to basic interventions that are aimed at removing barriers to learning	
Strategic Objective	**Indicator/outputs**
To ensure that all learners receive the full quota of compulsory inoculations	Percentage of age-appropriate children who have received the full quota of compulsory inoculations
To ensure that all schools have at least one visit per term by a team of health professionals from the local health facility for the purpose of screening, basic care and referrals.	Percentage of schools that have at least one visit per term by a team of health professionals from the local health facility for the purpose of screening, basic care and referrals.
To ensure that all qualifying learners benefit from an effective school nutrition programme	Percentage of qualifying learners who benefit from an effective school nutrition programme
To ensure that all schools have established programmes to address the needs of learners affected and effected by chronic illness and death	Percentage of schools that have programmes to address the needs of learners affected and effected by chronic illness and death

COMMITMENT THREE: ACTIVITIES

Activity
Expand access to Early Childhood Development both as part of the programme to improve the general education system and as part of the Expanded Public Works Programme
Implement educator professional development that are purposefully aimed at improving leaner performance throughout the schooling system
Target 500 Dinaledi schools to double the Maths and Science high level output to 50 000 by 2008
Increase participation rates in Mathematics and Science
Update the schools register of needs and ensure safe classrooms and healthy environments such as access to clean water and sanitation
Allocate more resources to interventions in education and training, including additional support to poor areas (QIDS-UP)
Eliminate compulsory school fees in the lowest quintile of primary and secondary schools
Complete review of technical schools and implement interventions aimed at expanding access to (and achieving an appropriate mix of) technically-orientated learning programmes in the schooling system
Implement School evaluation programme and institutionalize to scale
Implement new remuneration and performance management system for educators and address matters pertaining to non-educator support staff
Accelerate the training of Family Social Workers at professional and auxiliary levels to ensure that identified households are properly supported and monitored
Ensure improvement in efficacy and expand roll out of the School Nutrition Programme
Implement effective measures to ensure that all learners from Grades 8 to 12 have access to career guidance
E-education policy and strategy developed and implemented – purposefully aimed at improving quality of learning and raising competence in application of ICT
ICT IN SCHOOLS: 1500 users by 2007; 50% of High schools connected 2007, all by 2008 - Connectivity and usage monitored 2010/2011
60% of schools supported with professional support, access to library services and curriculum advisors by 2010
Standards framework for special schools agreed 2007; Special schools developed as resources centres 2008/2009
500 schools participating in MSTS; Teachers in 500 Danaledi schools trained 2008 - MSTE strategy evaluated in 2009

43

COMMITMENT FOUR: We will urgently implement skills development programmes that are purposefully aimed at overcoming the related scourges of poverty and unemployment.

COMMITMENT FOUR: STRATEGIC PRIORITIES AND STRATEGIC OBJECTIVES

Strategic Priority 4.1: To ensure that unemployed adults, especially women, have access to skills development programmes that are explicitly designed to promote employment and income-promoting outcomes

Strategic Objective	Indicator/outputs
To increase the number of unemployed adults who have access to employment and income-promoting skills development programmes	The number of unemployed adults who have participated in skills development programmes that are intended to be employment and income-promoting
To increase the number of unemployed women who have access to employment and income-promoting skills development programmes	The number of unemployed women who have participated in skills development programmes that are intended to be employment and income-promoting

Strategic Priority 4.2: To ensure that all unemployed adults have access to training opportunities in Literacy and Adult Basic Education and Training (ABET)

Strategic Objective	Indicator/outputs
To roll out an extensive adult literacy campaign that will dramatically reduce the rate of adult illiteracy in the population	
To ensure that all unemployed adults have access to ABET programmes	

Strategic Priority 4.3: To accelerate the participation and graduation rates of learners coming from poor families or households in FET and HET

Strategic Objective	Indicator/outputs
To imrove participation rates in FET of poor learners coming from low-income geographic areas of the country	Percentage change in FTE enrolments of poor learners coming from low-income geographic areas of the country in FET institutions
To improve participation rates in HET of poor learners coming from low-income geographic areas of the country	Percentage change in FTE enrolments of poor learners coming from low-income geographic areas of the country in HET institutions
To progressively improve the retention and graduation rates of poor learners in FET coming from low-income geographic areas of the country	Percentage change in retention and graduation rates of poor learners in FET coming from low-income geographic areas of the country
To progressively improve the retention and graduation rates of poor learners in HET coming from low-income geographic areas of the country	Percentage change in retention and graduation rates of poor learners in HET coming from low-income geographic areas of the country

COMMITMENT FOUR: ACTIVITIES

Activity
Launch or expand labour-intensive projects which also provide opportunities for skills development for employment and self-employment and as one of the key programmes
Incorporate a system to provide micro-credit and relevant skills development programmes into the Expanded Public Works Programme
Occupational learning programmes implemented through to meet NSDS targets implemented.
Identify specific labour-intensive sectors for targeted employment subsidy aimed at Greenfield investments, with a target of say 100 000 jobs in various parts of the country over 5 years.
Continuously improve efficiencies of Employment Services System
Full implementation of DoE's ABET Strategy
Quality meals accessed by increasing numbers of poor children - 15 million by 2011

COMMITMENT FIVE: We will ensure that young people have access to education and training that enhances opportunities and increases their chances of success in further vocational training and sustainable employment.

COMMITMENT FIVE: STRATEGIC PRIORITIES AND STRATEGIC OBJECTIVES

Strategic Priority 5.1: To accelerate the implementation of training programmes for youth that is focused on employment-creation	
Strategic Objective	Indicator/outputs
To increase youth participation in ABET programmes that facilitate access into further learning & other development opportunities	Number of people aged 15 to 24 years participating in ABET programmes that facilitate access into further learning & other development opportunities
To increase the number of youth who receive training that support employment and enterprise creation	Number of people aged 15 to 24 years participating in training that support enterprise creation

Strategic Priority 5.2: To leverage public and private sector programmes to create employment opportunities and work experience for new entrants into the labour market	
Strategic Objective	**Indicators/outputs**
To expand the Public Sector Internship Programme to provide opportunities to young unemployed graduates	Number of internships implemented for unemployed graduates in the public sector per annum
To implement large-scale internships programme within the SANDF that allows entrants to gain qualifications in employment-promoting skills	Number of interns who successfully complete the programme
To implement large-scale internships programme within the SANDF that allows entrants to gain qualifications in employment-promoting skills	Number of interns who successfully complete the programme
To implement a national programme of internship for young unemployed graduates within private sector enterprises	Number of internships implemented for unemployed graduates in the participating private enterprises per annum
To increase the enrolment of youth in the National Youth Service Programme	Number of youth enrolled in the National Youth Service
To strengthen capacity & diversify products & services of all 120 Youth Advisory Centres to include business support services, employment services, access to micro finance & career information	Percentage of Youth Advisory Centres offering a full bouquet of services at a satisfactory level of performance

Strategic Priority 5.3: To improve the coverage and efficacy of vocational guidance and labour market information in a manner that promotes the optimal uptake of training and employment opportunities available to youth		
Strategic Objective	**Indicator/outputs**	
To improve the dissemination and availability of labour market information to youth	Percentage of Youth Advisory Centres and FET Colleges that offer systematic vocational guidance services to youth	
To mobilize employer interaction with youth during pre-employment training to improve youth awareness about the world of work, career opportunities and expectations	Number of FET Colleges that have programmes that cater for employer interaction with youth during pre-employment training to improve youth awareness about the world of work, career opportunities and expectations	

COMMITMENT FIVE: ACTIVITIES

Activity
Conduct a systematic assessment of the youth labour market for evidence-based decision-making (assessment to include determination of youth unemployment – including youth who have given up looking for employment; graduate employment outcomes; participation rates in education and training; gender and race dimension of youth labour market outcomes; determinants of occupational choice)
Intensify a campaign to link up unemployed graduates with economic opportunities
Integrate and synthesise information from the National Scarce Skills lists into the information programmes being implemented in Youth Advisory Centres and vocational guidance activities at education and training institutions. This will require that the information be packaged into an accessible form for this purpose
Intensify efforts to integrate youth development into the mainstream of government work, including a youth co-operatives programme, and the ongoing efforts to link unemployed graduates with employment opportunities
Measures to improve youth development include 100 new youth advisory centres, enroll at least 10 000 young people in youth service programmes, enroll 5 000 volunteers to act as mentors to vulnerable children, expand the reach of our business support system to young people, intensify the youth co-operative programme, and closely monitor the impact of our programmes on youth skills training and business empowerment as an integral part of our national effort.
To expand the reach of business development support systems, access to Micro Finance and intensify the Youth Co-operatives Programme
Enrol 30 000 volunteers in various community development activities & increase youth participation in national programmes that enhance Social Cohesion

47

> **COMMITMENT SIX: We will improve the technological and innovation capability and outcomes within the public and private sectors to enhance our competitiveness in the global economy and to meet our human development priorities.**

COMMITMENT SIX: STRATEGIC PRIORITIES AND STRATEGIC OBJECTIVES

Strategic Priority 6.1: To increase the supply of skilled personnel in areas of Science, Engineering and Technology

Strategic Objective	Indicator/outputs	
To increase the number of Grade 12 Graduates with a result in Science greater than 60%	Number of Grade 12 Graduates with a result in Science greater than 60%	
To increase the number of Grade 12 Graduates with a result in mathematics greater than 60%	Number of Grade 12 Graduates with a result in mathematics greater than 60%	
To increase the percentage of Science, Engineering and Technology graduates as a proportion of aggregate annual HET graduations	Percentage of Science, Engineering and Technology graduates as a proportion of aggregate annual HET graduations	
To decrease the number of unemployed science graduates	Number of unemployed science graduates (baseline to be determined from the SET unemployment register)	
To increase reach of science awareness campaigns	Number of youth and members of public participating in science awareness campaigns	
To identify and nurture talent and potential in science, engineering, technology and mathematics	Number of youth with talent and potential in science, engineering, technology and mathematics are identified and supported	

48

Strategic Priority 6.2: To improve South Africa's performance in areas of teaching, research, innovation and the commercial application of high-level science, engineering and technology knowledge	
Strategic Objective	**Indicator/outputs**
To accelerate awarding of research chairs	Number of Chairs awarded (Baseline: 56 in 2006)
To accelerate awarding of research chairs in engineering (30% of awarded Chairs)	Number of Chairs in engineering awarded
To increase the number of students graduating with honours level qualification in Science, Engineering and Technology	Number of students graduating with honours level qualification in Science, Engineering and Technology (Baseline: 3200)
To increase the number of students graduating with Masters degrees in Science, Engineering and Technology	Number of students graduating with Masters degrees in Science, Engineering and Technology (Baseline: 2900)
To increase the number of students graduating with PhD degrees in Science, Engineering and Technology	Number of students graduating with PhD degrees in Science, Engineering and Technology (Baseline: 591)
To increase the number of researchers per 1000 people	Number of researchers per 1000 people (Baseline: 1.2)
To increase the percentage Global Share of Research Publications	Percentage Global Share of Research Publications (Baseline: 0,5%)
To increase the number of patent applications lodged by South Africans	Number of patent applications lodged by South Africans (Baseline: 4721 in 2002)

COMMITMENT SIX: ACTIVITIES

Activity
Increase the resource allocation for Research and Development and Innovation, and increase the pool of young researchers
Promotion of private sector investment in research and development in order to increase competitiveness and use of technological innovation to address the socio-economic needs of our country
Establishment of the SET HC Advisory Committee as a permanent sub-committee of NACI, with a straight line relationship with the Minister of Science and Technology. Its membership will be drawn from the current membership of National Advisory Committee on Innovation but will also include: • representatives from the Department of Education, Labour and Trade & Industry • representative of COHORT • representative from HESA • representative from the CHE • business sector representative(s) • representative from JIPSA • NRF • Presidency

• National Human Resource Development Task Team
To sustain existing research capacity and strengths and to create new centres of excellence and niche areas in institutions where there is demonstrable research capacity or potential
Research concentration and funding linked to outputs
To facilitate collaboration and partnerships, especially at the regional level, in research and postgraduate training
To promote articulation between the different elements of the research system with a view to developing a national research strategy
Implement a studentship programme to increase enrolments and throughput of students who have enrolled for studies in science, engineering and technology. Such a programme to comprise of: 　• A Government-funded four-year BSc (Hons) programme 　• A Government-funded four-year PhD programme 　• Mentoring 　• On-going monitoring
Explore the feasibility and desirability of introducing a 4-year Graduate programme as a means of increasing the number of students who take and complete Masters degrees
Promotion of partnerships between public and private sectors to increase the R&D investment and efficacy of output
Implement DST Internship programme, Professional Development Programme and the Innovation Post Doctoral Fellowship Programme.
Explore institutional mechanisms and funding arrangements to promote research collaboration across Science Councils
Ensure strong alignment between the DST's Human Capital Development Plan and Ten-year Innovation Plan.
Retention of high-calibre research staff: - Recognition and reward through research grants for young and un-rated scientists. Fast-tracking academic and research careers of young and recently-qualified PhD graduates - Recognition and reward of high potential individuals through awarding research chair under the SARChI at tier 2. This award is intended to retain high potential individuals by improving their access to substantial research grants - Recognition and reward of excellent of world-class standard - Promotion of centres of excellence - Fast-tracking of senior qualification attainment
Establishment of the Technology Innovation Agency (TIA) for the purpose of: - conducting and regionalizing research and innovation - providing innovation knowledge management services - facilitating national and international R&D collaboration - conducting and regionalizing research and innovation - providing innovation knowledge management services - facilitating national and international R&D collaboration
Youth into Science Strategy

50

COMMITMENT SEVEN: We will ensure that the Public Sector has the capability to meet the strategic priorities of the South African Developmental State

COMMITMENT SEVEN: STRATEGIC PRIORITIES AND STRATEGIC OBJECTIVES

Strategic Priority 7.1: To improve the credibility and impact of training in the public sector on improving service delivery	
Strategic Objective	**Process Indicator**
To improve the performance within the public sector to determine service delivery training needs and to effectively procure training services	Development of relevant Workplace Skills Plans that are linked to relevant strategic plans
To ensure that human resource planning and development decisions are based on systematic and relevant evidence maintained in an appropriate Management Information System	Management Information System for the public sector HRD is developed and functional
To ensure that credible supply and demand projection models are developed and maintained for large occupational categories within the public sector (such as for educators, medical doctors, nurses, judicial officers, engineers, technicians, police and military)	Supply and demand projection model developed and operational in each of the large occupational categories within the public sector
To ensure that Government departments and entities invest more than statutory minimum stipulation of 1% of payroll costs in training	Level of compliance with the Skills Development Levies Act by Government departments and entities
To implement a compulsory induction programme for all new entrants to the public sector	Coverage to scale of the compulsory induction programme
To implement large-scale public service training for junior and middle managers in critical generic and functional management learning areas	Coverage of junior and middle managers who have undergone training in critical generic and functional management learning areas

Strategic Priority 7.2: To leverage the Sector Education and Training Authorities to contribute optimally to capacity development in the public sector	
Strategic Objective	**Process Indicator**
Ensure a dramatic improvement in the efficacy of the Public Sector SETA, sustainable leadership and operational effectiveness	Reformed and operationally effective and sustainable Public Sector SETA
Ensure the development of a credible and timely Sector Skills Plan for the Public Sector	Development of a public sector skills plan that is credible and responsive to the needs of the Developmental State
Ensure that departments and entities make an active and substantive contribution to relevant SETAs	Substantive and consistent participation by Government Departments in the governance structures of relevant SETAs

COMMITMENT SEVEN: ACTIVITIES

Activity
Skills audits and assessments, competency frameworks, and concrete support, capacity development
Skills development of local government through Project Consolidate as well as skills development plans for Provincial and National Government as well as development institutions
Greater articulation and more uniformity/ interface in the systems, processes and role of SETAs in relation to Government departments
Successful transition of PALAMA into a Public Sector Academy
Improved capacity in public sector for planning and procurement(delivery) of training (capacity and skills development) services
(i) Strengthening systems and establishing improved strategies for workplace learning and delivery of HRD initiatives & Integrated ABET framework (ii) Leadership development management strategies (iii) A more strategic role for professional bodies – Norms, Standards (iv) Capacity development (v) Promoting learnerships, internships & traineeships (vi) A National/Provincial Public Service Academy (vii) E-learning for the Public Service (viii) Fostering HEI and FETC Partnerships
Improving Human resource Planning (Supply & Demand Management) capacity in the public service
Implementation of credible sectoral HR plans (e.g. health, education, justice) and improvement of HR planning