



STRATEGIC PLAN

for the Department of Education (2002-2004)

DEPARTMENT OF EDUCATION

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

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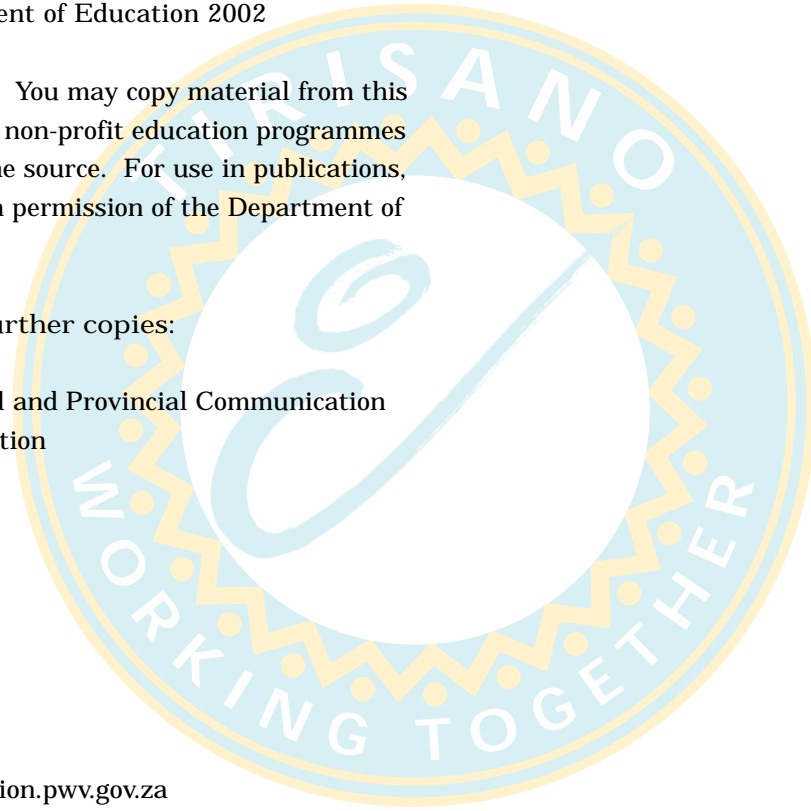
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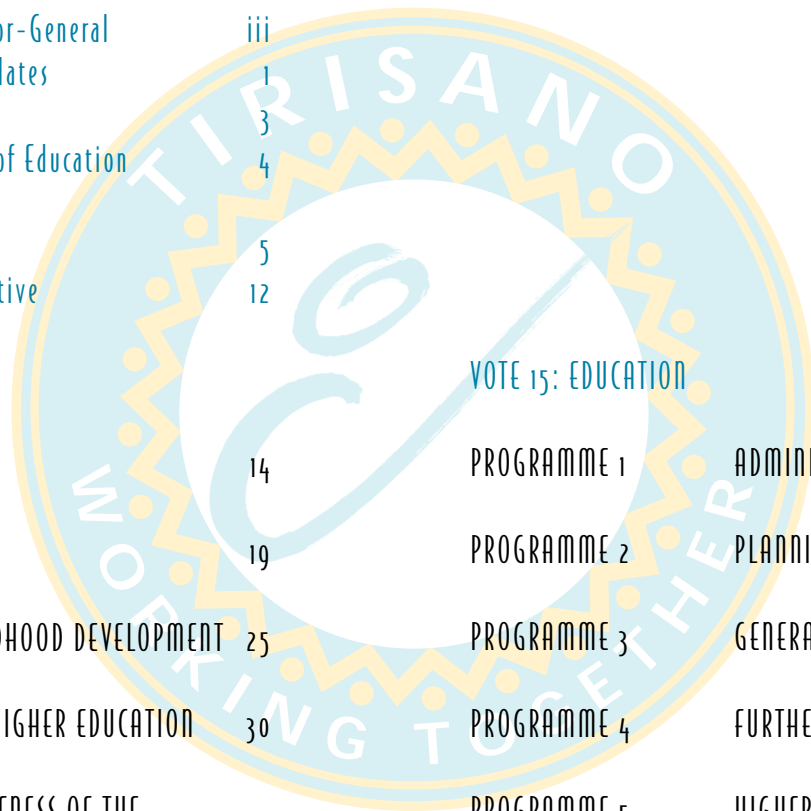
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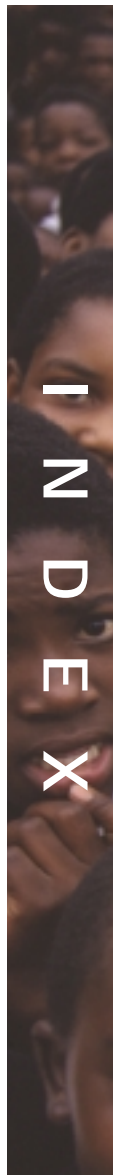
VOTE 15: EDUCATION

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

Vukuzenzele! , was the call from the President in his opening address to Parliament this year. In that address the President called for people to join hands and volunteer to lend a hand for a better life for all. We in education are proud to say that the spirit of Vukuzenzele has been growing within the sector since my call for all of us to work together to build an education and training system for the 21st century.

The implementation of our Tirisano programme of action continues to yield results in terms of improving the quality of delivery in our education system. Under the Tirisano banner, we have seen parents, students and teachers working together to take ownership of their schools and classrooms. No longer do we see students roaming the streets when they are supposed to be at school; more and more schools are improving in their matric performance, and the number of schools in the 0-20% category continues to decline; there is relative peace on the labour front; many communities in rural areas are taking it upon themselves to improve their school infrastructure, using the very little resources at their disposal; provinces are building and renovating schools; levels of expenditure on essential materials such as the learner support materials are rising; more and more students, who would otherwise have not been able to pursue their higher education studies, have access to the National Student Financial Aid Scheme and are completing their higher education studies. The list of success stories is endless.

This does not mean that all our problems and difficulties are now solved. On the contrary we still have a number of challenges as we move into this new financial year. However, we are optimistic that we will record even more success in improving education in our country.



This year's strategic plan outlines our priority areas and the various activities we will undertake to attend to those priorities. Chief among these is our commitment to ensure that we work with provinces on plans to eliminate the phenomenon of children learning under trees and in unsafe conditions, as the President directed. Linked to this is the challenge to ensure that we address the water and sanitation needs of our schools and communities.

On the academic front the year will see us working hard to prepare for the implementation of the revised National Curriculum Statement. In this regard we want to urge all parents, students, teachers, and managers at all levels of the system to take ownership of the statement. It is now simple, accessible, and clear, and should make all of us understand what our children are expected to learn in the General Education Band.

Our commitment is to ensure that we put in place a viable, vibrant, and dynamic teacher development programme that will give teachers adequate



and appropriate training in preparation for implementation in 2004. Already we have begun to talk to Deans of the Education Faculties in all our Universities and Technikons, in preparation for this programme. I therefore wish to commend to you the National Curriculum Statement, which places our education system firmly on the path to world class curriculum reform for the 21st century.

This year also sees us beginning the process of developing a similar National Curriculum Statement for the Further Education and Training Band. We also have an exciting programme to improve performance in Maths and Science in our schools all over the country. These schools, which are in previously disadvantaged areas, will receive focused attention in terms of infrastructure, teacher development in Maths and Science, and learner development programmes so as to ensure that they increase their level of performance in these subjects.

Perhaps the most challenging initiative in this current financial year will be the beginning of the restructuring of Higher Education and the further implementation of the National Plan for Higher Education. This will indeed be a significant development in our country, and we as the Ministry are looking forward to working together with all stakeholders, to ensure the smooth implementation of the decisions of the Government in this regard.

Our Higher Education system must be developed into a system that can stand its own in the world, a quality public higher education system that is responsive to the human resource development needs of our country as outlined in our HRD strategy, a system accessible to all, and representative of the people of our country at all levels, one whose institutions are contributing to the development of the country and the region, in line with the goals of New Partnership for Africa's Development.

Our strategic plan for the financial year 2002-2003 continues to build on our Tirisano programme, and puts the President's call for Vukuzenzele into operation in education. I therefore invite everyone to join us once more, as we build an education system for the 21st century.



Professor Kader Asmal, MP
Minister of Education

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OVERVIEW BY THE DIRECTOR-GENERAL

In January 2000, the *Tirisano* plan was operationalised. Through it the Department of Education has achieved greater stability in the system, enhanced school effectiveness and functionality, improved learner performance, and ensured a clear focus on delivery.

Since 2001, the Department has been able to shift its focus from creating an integrated education framework and providing basic systemic functionality to institutional renewal and enhanced effectiveness focusing on teaching, learning, curriculum and whole-school development, learner performance, increasing participation in further and higher education, mathematics, science and technology, building good citizenship through the promotion of values and targeting those communities that are part of government-wide programmes for rural and urban development.

It has been extremely gratifying to record the successes and achievements made in the education system during the 2001-2002 phase of the *Tirisano* Implementation Plan, especially where they led to an improvement in the educational performance of our learners and our schools, particularly in those disadvantaged areas.

The transformation of the education and training system to align it to democratic principles and values continues to be our primary mandate. The massive changes this has necessitated throughout the education system - from early childhood development to higher education, from curriculum development to school and teacher improvement, from literacy campaigns to inclusive education - is probably unparalleled anywhere in the world.

Within such a dynamic context our strategic plan remains a living document that is able to adapt to changing and new circumstances, both locally and globally. It is a plan that is open to enhancement by new initiatives, whilst the nine priorities and six core programme areas that define the five-year Corporate *Tirisano* Plan remain fixed compass points for our endeavours.



The Strategic Plan provides a framework that guides our actions and a benchmark for measuring our progress in achieving our two central goals: developing people for citizenship and developing skills for employment. Its formulation aims to deliver on the key objectives of the Ministry and Presidential directives on education articulated in the President's State of the Nation address within a context of national transformation priorities established by the Cabinet.

The Implementation Plan should also be read in conjunction with the country's Human Resource Development Strategy, which is the joint responsibility of the departments of Education and Labour to implement.

In line with new public service and budget reforms in government, this document identifies the outcomes and performance indicators against which the Department's success in meeting its objectives can be measured and includes Departmental Programmes, One-Year Operational Plans and



Departmental Focus Areas covered by the Education Budget Vote.

Our success in achieving the objectives outlined in this document rests with departmental officials who, under the inspirational leadership of Minister Kader Asmal, must work together with our provincial counterparts, teachers, parents and learners in our historic project to build an education and training system we can be proud of.

I am confident that the skills, motivation and dedication of our officials will ensure that we achieve the objectives set out in this cycle of our strategic plan.



Thami Mseleku
Director-General
Department of Education



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Legislative and other mandates

A number of policies have been implemented and legislation promulgated to create a framework for transformation in education. Key policies and legislation include:

- The SA Constitution (1996) which requires education to be transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom, non-racism and non-sexism. It guarantees access to basic education for all with the provision that everyone has the right to basic education, including adult basic education. The fundamental policy framework of the Ministry of Education is stated in the Ministry's first White Paper: Education and Training in a Democratic South Africa: First Steps to Develop a New System (February, 1995). This document adopted as its point of departure the 1994 education policy framework of the African National Congress. After extensive consultation, negotiation and revision, it was approved by Cabinet and has served as a fundamental reference for subsequent policy and legislative development.
- The National Education Policy Act (NEPA) (1996), was designed to inscribe in law policies, as well as the legislative and monitoring responsibilities of the Minister of Education, and to formalise relations between national and provincial authorities. It laid the foundation for the establishment of the Council of Education Ministers (CEM), as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums to collaborate in developing a new education system. As such, it provides for the formulation of national policies in general and further education and training for, inter alia, curriculum, assessment, language policy, as well as quality assurance. NEPA embodies the principle of co-operative governance, elaborated upon in Schedule Three of the Constitution.
- The South African Schools Act (SASA) (1996), which 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.
- The Further Education and Training Act (1998), Education White Paper 4 on Further Education and Training (1998), and the National Strategy for Further Education and Training (1999-2001). The latter provides the basis for the development of a nationally co-ordinated further education and training system, comprising the senior secondary component of schooling and technical colleges. It requires further education and training institutions, established in terms of the new legislation, to develop institutional plans, while making provision for programmes-based funding and a national curriculum for learning and teaching.
- The Higher Education Act (1997), makes provision for a unified and nationally planned system of higher education. It furthermore gave the green light for a statutory Council on Higher Education (CHE), which advises the Minister, while being responsible for quality assurance and promotion. The Higher Education Act and Education White Paper 3 on Higher Education (1999), formed the basis for the transformation of the higher education sector via an institutional planning and budgeting framework. This culminated in the National Plan for Higher Education in 2001.
- A whole spectrum of legislation, including the Employment of Educators Act (1998), to regulate professional, moral and ethical responsibilities of educators, as well as competency requirements for teachers. The historically divided teaching force is now governed by one act of Parliament and one professional council — the South African Council of Educators (SACE).
- The Adult Basic Education and Training Act (2000), provides for the establishment of public and private adult learning centres, funding for ABET, the governance of public centres, as well as quality assurance mechanisms for this sector.
- The South African Qualifications Authority (SAQA) Act (1995), that

provides for the establishment of the National Qualifications Framework (NQF), which forms the scaffolding for a national learning system that integrates education and training at all levels (see Appendix). The NQF is an essential expression, as well as a guarantor of a national learning system where education and training are of equal importance as complementing facets of human competence. 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.

- Curriculum 2005 (C2005), which embodies the vision for general education to move away from a racist, apartheid, rote model of learning and teaching, to a liberating, nation-building and learner-centred outcomes-based initiative. In line with training strategies, the re-formulation is intended to allow greater mobility between different levels and between institutional sites, and to promote integration of knowledge and skills through learning pathways. Its assessment, qualifications, competency, and skills-based framework encourages the development of curriculum models that are aligned to the NQF in theory and practice.

Planned Legislation

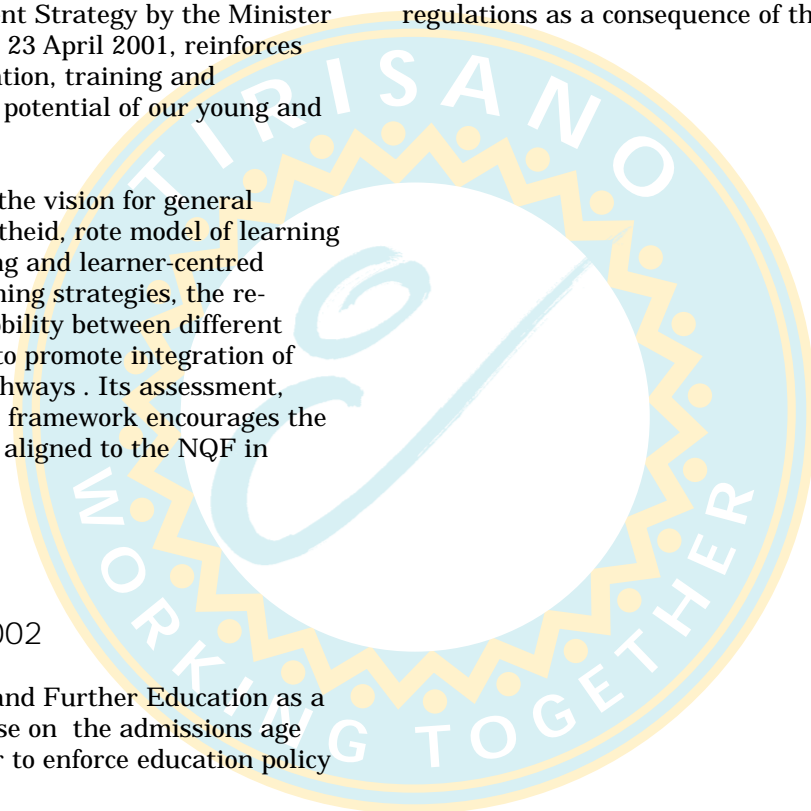
Education Laws Amendment Bill I 2002

This Bill amends laws applicable for General and Further Education as a result of the courts' decisions in the Harris Case on the admissions age and the authority to make regulations in order to enforce education policy to all persons in education.

A new provision is included in the EEA (1998) to identify posts in consultation with the governing body for first time appointments with the governing body for first time appointments and for educators re-entering the system after a break of more than one year. The appointment is made after consultation with the governing body but no recommendation is required.

Higher Education Amendment Bill I 2002

This Bill aims to amend the Higher Education Act by bringing legal certainty to the merger, declaration and establishment of Higher Education processes, to lower the number of members in Higher Education Councils and to give the Minister authority to make regulations as a consequence of the Harris Case.



Vision

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

Mission

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

Strategic Goals

- Dealing urgently and purposefully with the HIV/AIDS pandemic by utilising the education and training system
- To ensure the successful running of our provincial systems by ensuring the successful running of co-operative government
- Triumphant over illiteracy amongst adults and youths over the next five years
- Developing schools as centres of community life
- Ending conditions of physical degradation in South African schools
- Developing the professional abilities of our teaching force
- Ensuring the success of active learning through outcomes-based education
- Creating a vibrant further education and training system to equip youths and adults for facing social goals
- Building a rational, seamless higher education system that will embrace the intellectual and professional challenges facing South Africans in the 21st century

Values

The Department of Education adheres to the following values:

People

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

Excellence

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

Teamwork

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

Learning

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

Innovation

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

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Priorities of the Ministry of Education

In 1997, the Minister of Education identified nine priorities, which constitute the basic building blocks for enabling the development of a fully-functioning education and training system that will drive South Africa into the 21st century and contribute to the health and prosperity of the nation.

The nine priorities are:

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

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

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

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

The implementation plan developed below outlines not only the key objectives that are necessary for successfully achieving the Minister's nine priorities, but also the achievement of the President's directives as articulated in the President's State of the Nation address of 2002. In line with the public service and budget reforms, it identifies the outcomes and performance indicators against which the Department of Education's success in meeting the objectives can be measured, thus contributing to increased transparency and accountability.

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

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

The first part of the implementation plan identifies the priorities within the six core programmes that will guide the activities of the Department over the next five years. The second part identifies systemic issues that continue to need attention as we develop the frameworks for system development.

key performance areas (2002-2004)

Strategic Objective and Performance Measures

STRATEGIC OBJECTIVE	Performance measures		
	2002	2003	2004
HIV/AIDS			
To strengthen the capacity to implement HIV/AIDS strategy and all related policies	HIV/AIDS Units set up in provinces	Integrated and effective response to HIV/AIDS at school level	Implementation occurring in a coherent manner
To ensure that policy and legislation frameworks respond appropriately to HIV/AIDS	Ensure continued adherence to EEA Section 16 and other policies related to sexual abuse	Policies respond appropriately to people and realities of HIV/AIDS	All areas of the system adhere to legislation requirements
To continuously improve the understanding of the effects of HIV/AIDS across the system	Research reports on impact of HIV/AIDS done	Improved data base and reporting	Departmental response based on research findings
Ensure multi-partner response to pandemic	Education stakeholders working together	All programmes reflect maximum co-operation with partners	Identifiable sector response
Addressing gender issues as they relate to HIV/AIDS	Continual support for the educators trained on gender equity and its relationship to HIV/AIDS	Peer group clubs formed and implementation of peer education on gender relations and against gender violence as impacting on HIV/AIDS	Gender issues addressed in a professional manner
To ensure the integration of life skills and HIV/AIDS into the curriculum	Educators trained and materials developed	Life skills integrated into the curriculum	Quality Learning Support Materials developed
To ensure competent management and governance of HIV/AIDS in schools and at district level	Senior Management Teams (SMTs) and governing bodies trained in the management issues of HIV/AIDS	District management plans for the pandemic in place	Schools manage the pandemic effectively

STRATEGIC OBJECTIVE	Performance measures		
	2002	2003	2004
SCHOOL EFFECTIVENESS AND EDUCATOR PROFESSIONALISM (Focus on nodal areas)			
LEADERSHIP AND MANAGEMENT			
Ensure properly qualified, competent and visionary leadership	Proper and implementable framework for management and governance in place and being implemented	All managers and School Governing Bodies (SGBs) participating in management and governance development programmes	All schools in nodal areas reflect improvement in line with their school improvement plans.
To develop the professional and leadership capacity of women in leadership positions	Proper and implementable strategy for targeting women for development and promotion	All women managers and potential managers in nodal areas participate in ongoing management and development programmes	Districts and schools in nodal areas reflect improvement in women representation in management
STATUS AND QUALITY OF TEACHERS			
To enhance the quality of teaching and learning in nodal areas	All educators in nodal areas will have individual profiles and their development needs would have been identified in accordance with the Developmental Appraisal System (DAS)	All educators in nodal areas are in development programmes in accordance with their profiles	All educators in nodal areas assessed to evaluate the impact of development programmes
Enhance the professional status of teachers and improve teacher morale	Problems affecting morale and status of teachers identified	Programmes to address problems in place	Educator standing in the community reflects respect for the profession
SCHOOL SAFETY			
Create a safe and disciplined learning environment that celebrates innocence and values human dignity	All schools in nodal areas have school safety policies in place and the rate of incidents begins to drop	Incidents of violence, especially sexual violence, child abuse and substance abuse drop by 50%	Incidents of violence and substance abuse are virtually non-existent



STRATEGIC OBJECTIVE	Performance measures		
	2002	2003	2004
INFRASTRUCTURE			
To eliminate instances where learners are forced to receive education in unsafe and non-conducive environments	Fewer number of schools operate under unacceptable structures	No schools operate under unacceptable conditions	
To accelerate the delivery of water and sanitation to schools without these services	Clear provincial plans in place to address backlogs in water and sanitation	Reduction in water and sanitation needs in schools by 50%	No schools without water and sanitation
To create multi-functional schools that are designed, constructed and managed for community participation	Multi-functional schools built and handed over	18 more schools in the process of being built completed	
To improve expenditure levels on government investment in infrastructure development	All provinces have credible infrastructure plans in place and improved relationship with Public Works	Submission and approval of plans and budgets on time	Infrastructure spending reflects maximum levels of expenditure
LITERACY AND ECD			
ABET and SANLI			
Implement the ABET Act	NABABET established and running smoothly	Norms and standards for ABET funding developed and factored into the MTEF budget	ABET centres funded according to appropriate norms and standards
To improve the quality of teaching and learning in pilot centres	Teacher development programmes implemented in pilot sites	Quality programmes implemented in pilot sites	
SANLI			
To mobilise additional resources to support organisations involved in literacy	More funds available for SANLI	More organisations participate and more learners reached	Flow of funds to organisations smooth and accounting to donor specifications
To fund and support accredited providers	More organisations accredited to provide literacy	Increase in number of learners participating in SANLI	1 million learners are literate

STRATEGIC OBJECTIVE	Performance measures		
	2002	2003	2004
SANLI cont.			
To increase the capacity of SANLI to manage, support and report on the initiative	High quality information generated within the system	Reports to donors generated on time	Information on performance of SANLI readily available
ECD			
To establish a nationally accredited Reception Year Programme for 6 year olds	Approved national and provincial implementation plans	Amendments to SASA	
To develop systems for the Reception Year programme	1 500 sites registered to offer Grade R	3 000 sites registered to offer Grade R	More sites registered to offer Grade R
Human resource development	Additional 1 500 ECD practitioners registered for Level 4 ECD qualification	More practitioners trained	
Implementation of appropriate ECD programmes	Approved curriculum in place and implemented	4 Registered ECD Learnerships	
Expanding provision of ECD to children from birth to 5 years	Integrated service delivery plan for children from birth to 5 years		More children from birth to 5 years access ECD
FET and HE			
FURTHER EDUCATION AND TRAINING To enhance the quality of assessment in GET and FET	Common tasks effectively used in GET All nationally co-ordinated examinations conducted with integrity	Continuous Assessment (CASS) successfully used in GET	Public has confidence in conduct of GET examinations
To enhance learner achievement both qualitatively and quantitatively	National pass rate in matric exams continues to improve at a rate of 3% p.a	Number of schools in 0-20% range has decreased even further and candidates obtaining endorsement increase by 2%	Candidates obtaining endorsement increases even further



STRATEGIC OBJECTIVE	Performance measures		
	2002	2003	2004
FET and HE			
Ensure sound, well designed and well articulated National Curriculum Statements (NCS) for FET	National Curriculum Statements (NCS) developed and field-tested	All educators in FET placed in capacity building programmes for the implementation of NCS	All educators competent to implement the NCS
Develop institutional capacity to support implementation and manage new landscape	Policy framework on schools in FET developed Proper leadership for new FET colleges identified	Possible amendment to legislation reflecting the position of schools in FET Three year plans developed by FET colleges	FET schools operating within the FET framework
Introduce the use of RPL system in FET	10% more learners admitted via RPL	15% more learners admitted via RPL	30% more learners admitted via RPL
To ensure that the FET sector is ready and able to deliver learnerships	Agreements signed with SETAS for the provision of learnerships	60% of colleges offer relevant learnerships to 5% of learner intake	100% of colleges offer relevant learnerships to 10% of learner intake
Facilitate strategic interventions in key strategic areas to ensure increased quality delivery	- 0860 dial up facility piloted and e-rate put in place in all schools - 102 learners achieve HG in Maths and Science - Increase in number of schools participating in the Most Improved School Awards	Increase in number of learners taking Maths and Science	
Ensure a systemic and quality assured vibrant private FET sector	Registration system established and FET Act amended	Private colleges registered and public informed about status of colleges	Public making informed decisions about choice of colleges

STRATEGIC OBJECTIVE	Performance measures		
	2002	2003	2004
HIGHER EDUCATION			
To provide a framework and leadership for restructuring of Higher Education System	<p>Proposals for the restructuring of Higher Education adopted by Cabinet</p> <p>Review of NSFAS completed</p> <p>Management and governance capacity in Higher Education systems established</p>	<p>Implementation of first set of proposals</p> <p>A central information application system established</p>	<p>Completion of the implementation of restructuring</p>
To improve the mechanisms for evaluating and accreditation of research outputs and to improve and support the development of research capacity	<p>Policy developed and finalised</p>	<p>More researchers undertaking relevant research</p>	
ORGANISATIONAL EFFECTIVENESS OF THE NATIONAL AND PROVINCIAL DEPARTMENT			
To improve service delivery in certain targeted areas	<p>Bottlenecks in the procurement and delivery in Learner Support Materials (LSM) identified</p> <p>Salary and leave credit related bottlenecks identified</p>	<p>All bottlenecks eliminated</p> <p>All bottlenecks eliminated</p>	<p>LSM delivery completed by first week of schools in all provision</p> <p>All teachers getting their salaries and pensions on time.</p>
VALUES IN EDUCATION			
To ensure the integration of values as identified in the values document	<p>Awareness of values amongst participating schools in all provinces</p>	<p>Quality material used in selected classrooms</p>	
To combat racism in schools and to support school communities in the integration	<p>Programmes to support integration developed</p>	<p>Reduction in racial incidents in schools</p>	<p>Increase in the number of schools that have successfully achieved integration</p>



STRATEGIC OBJECTIVE	Performance measures		
RACE AND VALUES IN EDUCATION	2002	2003	2004
To ensure quality history teaching across the education system and to revive interest and commitment to history amongst learners and teachers	Advocacy campaign launched	Process of reviewing and rewriting of history books begins	Status of history and status of learning and teaching of history improved
To institutionalise the action plan on music, the arts and sport and the role they play to foster social cohesion	Directorate established and fully staffed	National plan finalised	Matter of place of school sport finalised



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RESOURCE REQUIREMENTS PER KEY DEPARTMENTAL OBJECTIVE

Please note that this is based on structures as at the approval of METF vote 15 indicative figures. The structure has since been approved and the new METF input will be based on the revised structure.

KEY DEPARTMENTAL OBJECTIVE	SUB-PROGRAMMES	2002/2003 R'000	2003/2004 R'000	2004/2005 R'000
PROGRAMME 1				
Administration	Management	19 720	20 865	22 028
	Corporate Services	33 356	35 263	39 485
Total		58 506	74 339	91 257
PROGRAMME 2				
Planning & Monitoring	Financial & Physical Planning	52 528	83 778	21 245
	Education Human Resource Planning	9 467	10 030	10 762
Total		61 995	93 808	32 007
PROGRAMME 3				
General Education	Curriculum and Assessment Development and Learner Achievement	289 207	309 027	168 952
	Education Human Resource Development, Gender Equity and School Safety	25 274	28 433	30 190
Total		317 985	341 171	203 091

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KEY DEPARTMENTAL OBJECTIVE	SUB-PROGRAMMES	2002/2003 R'000	2003/2004 R'000	2004/2005 R'000
PROGRAMME 4				
Further Education and Training	Further Education and Training	84 035	86 715	92 184
	Policy Support, Curriculum, Qualifications and Quality Assurance	13 999	14 973	16 019
	Total	98 034	101 688	108 203
PROGRAMME 5				
Higher Education	Higher Education Planning and Management	7 986 071	8 441 225	8 939 395
	Higher Education Development and Support	6 501	7 507	7 934
	Total	7 992 572	8 448 732	8 947 329
PROGRAMME 6				
Auxiliary Services	Media Liaison and National and Provincial Communication	6 389	6 852	6 752
	International Relations and National and Provincial Governance	268 157	277 326	288 181
	Government Garage	1	1	1
Total		274 547	284 179	294 934
Total	Department of Education	8 803 639	9 343 917	9 676 821



Programme 1

HIV/AIDS

OF EDUCATION

One Year Operational Plans

This section deals with operational plans for the nine priorities in Tirisano and other focus areas (Vote 15) in the system

Tirisano

Programme 1: HIV/Aids

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

Funded by:
 Earmarked funds: R6,773 million
 Conditional grants: R142 million
 Vote 15: R1,205 million
 Donor funds:

	Activities	Time-frames	Performance Indicators
HIV/AIDS and the System	Develop resource materials to support strategic planning at different levels of the system.	Nov 2002	Resource materials developed
To ensure comprehensive and integrated planning regarding HIV/AIDS across all levels of the system	Facilitate training regarding the application of resource material	March 2002	National and provincial HIV/AIDS strategic plans developed on the basis of strategic planning support material
To strengthen capacity to implement the HIV/AIDS strategy and all related policies	Identify HIV/AIDS capacity needs of national and provincial departments	Aug 2002	The national and provincial capacity for implementation enhanced and implementation improved.
	Facilitate training of staff, SGBs and parents in identified areas over the short term	Nov 2002	Training and relevant support provided for strengthening capacity over the short term
	Facilitate the establishment of HIV/AIDS units in provinces	Mar 2003	HIV/AIDS units established



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
To ensure an appropriate policy and legislative framework to respond to HIV/AIDS across all levels of the system	Facilitate a review of all education policies and legislation		All education policies and legislation reviewed and amended appropriately to enhance capacity to deal with HIV/AIDS
	Develop a framework and guidelines to support strict adherence to EEA section 16, as well as to other policies and legislation related to sexual abuse and HIV/AIDS	Dec 2002	Guidelines and regulations completed and disciplinary procedures in place in the provinces.
To continuously promote an understanding of the effects of HIV/AIDS across the system	Commissioned research and special surveys on the impact of HIV/AIDS on different aspects of the system	Ongoing	Improved knowledge and appropriate responses based on greater understanding of impact.
	Develop appropriate indicators to track various trends in the education system that may indicate the impact of HIV/AIDS	Nov 2002	Indicators developed and use of indicators agreed upon with provinces
	Integrate indicators into existing EMIS system at all levels and train people accordingly	Mar 2003	System of continuous data collection in place
To ensure a multi-partner Education Sector response to the pandemic	Convene a multi-partner conference on HIV/AIDS and the education sector	May 2002	Agreement on Sector response which is all-inclusive.
	Develop an advocacy strategy to bring key partners from the education community, such as parents, teachers and traditional leaders on board the DoE's HIV/AIDS response	Aug. 2002	Increased advocacy within the education sector.
	Strengthen and maintain strategic partnerships with other government departments and NGOs	Ongoing	Social Cluster departments working in an integrated manner towards provision of comprehensive services

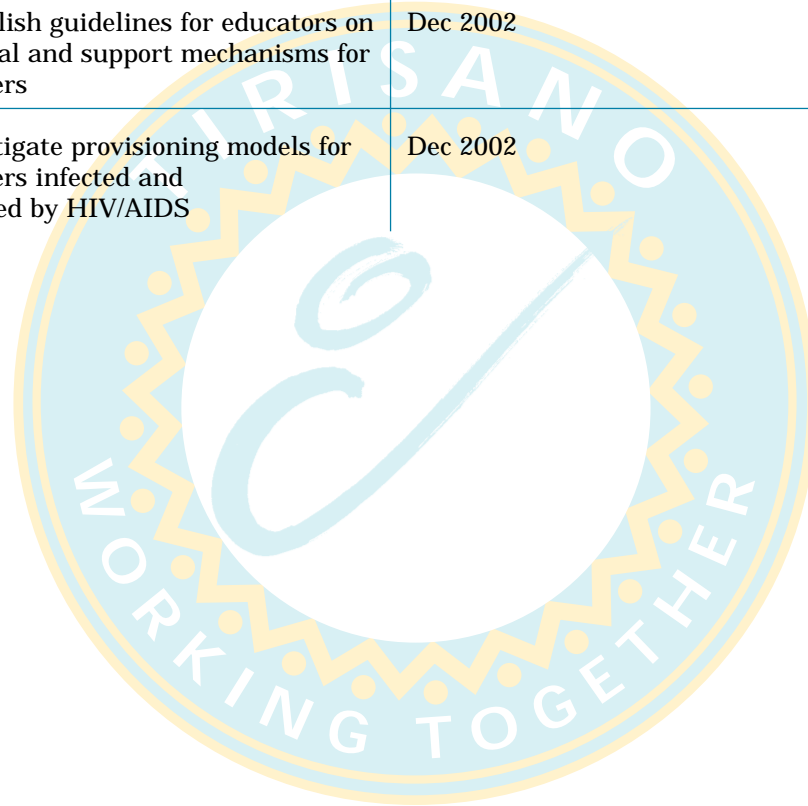
STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
HIV/AIDS and the Curriculum To ensure that Life-skills & HIV/AIDS education is integrated into the curriculum across all levels of the system — ECD, GETC, ABET, FET, and HE, including specialised sites for learners with special needs	Ensure the development of the learning area programme to include HIV/AIDS and related issues.	Nov 2002	Learning programmes developed
	Develop learner support materials	March 2003 and ongoing	Learner support materials used in teaching
To facilitate the inclusion of HIV/AIDS modules into PRESET and INSET to ensure appropriate skills in the context of HIV/AIDS	Support higher education institutions to develop PRESET and INSET modules for HIV/AIDS	Nov 2002 and ongoing	HIV/AIDS modules developed
HIV/AIDS and Gender Addressing gender issues as they relate to HIV/AIDS	Highlight and strengthen the implementation of the gender component of the Life-skills programme in the curriculum against sexual abuse and violence	Oct 2002	Support materials used by life-skills teachers
	Train educators on gender issues and how to ensure gender equity in classrooms	Aug 2002 and ongoing	Gender issues responded to in a professional manner by trained teachers
	Support the implementation of peer education against gender violence, inter-generation sex and HIV/AIDS across the system	Nov 2002	

DEPARTMENT OF EDUCATION



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
HIVAIDS and Education Management To ensure competent management of HIV/AIDS at school and district level	Develop an information and training package for SMTs, SGBs, DOs, in collaboration with provincial departments	April 2002-December 2002	Materials used in managing HIV/AIDS at identified levels
	Support the training of management and SGBs at provincial level	September 2002 and on-going	
	Ensure the inclusion of HIV/AIDS as a component in school development plans	June 2002 and ongoing	Schools have HIV/AIDS plans
HIV/AIDS at work To ensure that all DoE and PED workplaces have effective HIV/AIDS programmes that enable prevention of HIV/AIDS and are supportive to those infected and affected	Develop workplace programmes and resource materials on the basis of a DoE workplace policy	Mar 2003	All workplaces should have a copy of the workplace programme and resource materials
	Support the implementation of workplace programmes at all levels on a systematic ongoing basis	Mar 2003 ongoing	Programme and manual used by provinces and schools in the workplace
	Promote and establish a culture of speaking out on HIV/AIDS and related issues	Nov 2002 and ongoing	Members speak more openly about HIV/AIDS and related matters
	Support the strengthening of existing employee assistance programmes to provide first-level support to all staff	Mar 2003 and ongoing	First-level support available to all staff

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
HIV/AIDS and Special Needs Establish a system to identify vulnerable children and co-ordinate support and care programmes for these learners	Establish a database for children infected and affected by HIV/AIDS	Dec 2002	Database used to facilitate departmental responses
	Establish guidelines for educators on referral and support mechanisms for learners	Dec 2002	Guidelines used to refer children and provide first-level support
	Investigate provisioning models for learners infected and affected by HIV/AIDS	Dec 2002	Provisioning models investigated and decisions taken regarding feasible models



DEPARTMENT OF EDUCATION





Programme 2

SCHOOL EFFECTIVENESS

DEPARTMENT OF EDUCATION

Programme 2: School Effectiveness

Priority: *To work in the nodal areas to impact on:*

- *The quality of learning and teaching*
- *School -level management and leadership*
- *District level management and leadership*

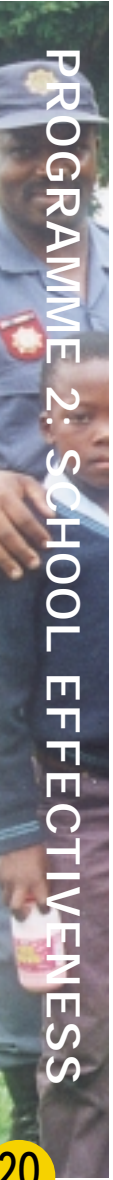
Funded by:
 Earmarked funds: R38, 540 mil
 Conditional grants: R0
 Vote 15: R1, 353 mil
 Donor funds: R23, 111 mil

This programme will focus primarily on 18 nodal areas but does not exclude impact on all schools

	Activities	Time-frames	Performance Indicators
LEADERSHIP AND MANAGEMENT Ensure properly qualified, competent and visionary leadership at all levels of the system in support of quality learning and teaching	Implement training programmes on management and governance development	April - September 2002	Proper and implementable framework for management and governance development in place and being implemented
	Strengthen school management systems through School Development Plans, specific policies, support structures, post-filling processes and procedures	April-November 2002	All schools in nodal areas have School Development Plans in place to improve school effectiveness Mechanisms in place for the filling of vacant posts
	Establish standardised management records and norms that are EMIS compliant.	March 2003	All schools in nodal areas keeping and using management records effectively
	Assist provinces in strategies for dealing with under performing schools	March 2003	Reduce the number of failing schools by 50%



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
<p>SCHOOL SAFETY Establish a safe and disciplined learning environment that celebrates innocence and values human dignity</p>	Assist provinces in developing co-operative discipline in schools	September 2002	All schools in nodal areas will have received training in co-operative discipline
	Assist the provinces to support women in management and to promote the development of women for managerial positions	March 2003	Proper and implementable strategy for targeting women for development and promotion
	Assist provinces to develop strategies for supporting and developing management teams in farm and rural schools	March 2003	A comprehensive document on management challenges peculiar to farm and rural schools developed, and programmes responding to identified needs are in place
		March 2003	10% of farm and rural school managers and governing bodies have been trained in management and governance challenges in their schools
	Develop agreed-upon minimum requirement for safety	August 2002	All schools in the nodal areas have school safety policies in place
	Develop policy guidelines in areas that will contribute to safety	October 2002	All schools have implementation plans for policies on safe schools.
	Assist provinces in ensuring the implementation of national policy guidelines for safety in schools	Ongoing	Reported incidents of violence and substance abuse in South African schools have dropped by 10%
	Develop material and support delivery at provincial, district and school levels to enhance school safety	March 2003	<p>Appropriate materials are available and utilised</p> <p>All provincial school safety co-ordinators strategic plans are aligned with the Department of Education s plans.</p>



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
	Run Crime Buster programmes in all nodal schools	October 2002	All female learners in nodal schools (and male learners below grade 4) receive self-confidence and self-defence training
	Establish a National Safety Call Centre	May 2002	National Safety Call Centre functioning
STATUS AND QUALITY TEACHERS			
To enhance the quality of teaching and learning in the nodal districts	Conduct a comprehensive needs analysis for teacher development using information from DAS and WSE	End June 2002	All teachers in nodal areas will have individual profiles, and their development needs would have been identified
	Organise and run targeted programmes responsive to the needs of schools, school managers and educators	From July 2002	Programmes to meet specific needs as identified would have been organised for implementation.
	Provide Curriculum 2005 support to districts, schools and teachers in the GET Band	February 2002 - March 2003 and July - September 2002	<p>All district officials, school management teams and teachers in nodal areas trained in curriculum support management</p> <p>All teachers in nodal areas would have received follow-up training in multi-grade teaching</p>
	Train Maths, Science and Technology teachers in the Intermediate and Senior phases through the NPDE and ACE	March 2002- December 2003	All Maths, Science and Technology teachers in nodal areas form part of, and receive ongoing training and support



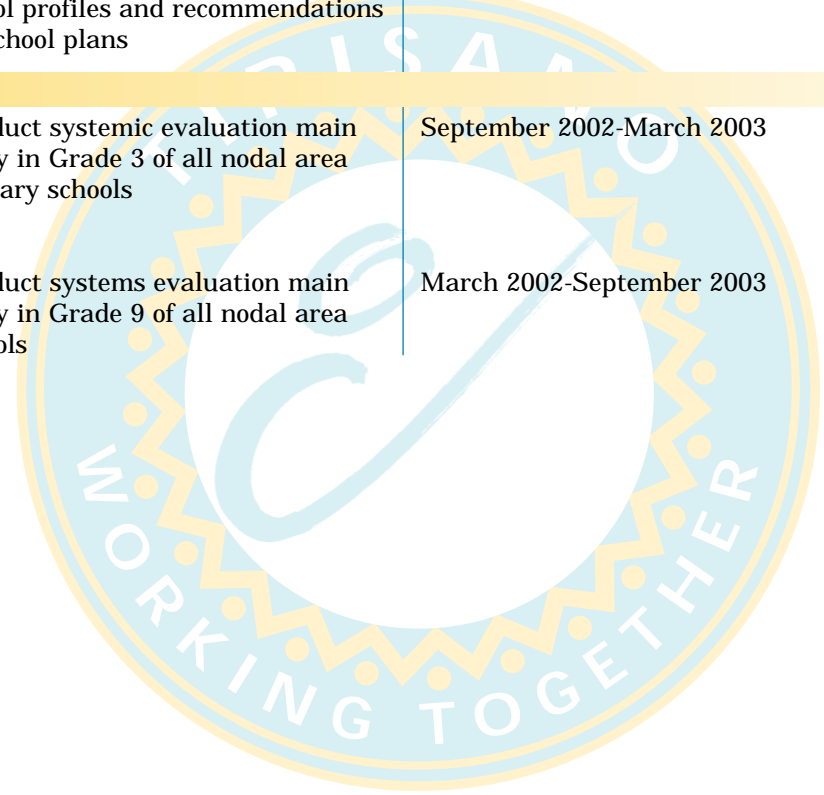
STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
SCHOOL INFRASTRUCTURE			
Eliminate instances where learners are forced to receive education in unsafe and non- conducive environments	Ensure that provinces identify all schools where learning is taking place under trees, in the open air or in unacceptable structures as a consequence of inadequate infrastructure		Profile of schools developed
	To ensure the development of plans and tender specifications for building and renovation of these identified schools	March 2003	Plans and tenders from provinces for all schools finalised and approved Construction should have commenced at 40% of identified schools at least
Accelerate the delivery of water and sanitation provision to schools lacking these services, and upgrade and repair inadequate and / or broken systems	Develop a joint strategy with the Department of Water Affairs and Forestry to ensure accelerated and integrated delivery of water and sanitation provision to schools	March 2003	Clear provincial plans in place to address backlogs in water and sanitation
	<p>Identify schools lacking these services</p> <p>Link provincial plans for school infrastructure to this project</p> <p>Develop tender specifications and time-frames for delivery at identified schools</p>		
Establish multi-functional schools designed, constructed and managed for community participation	Initiate pilot programmes in nine schools in targeted rural areas	March 2003	Nine multi-functional school buildings finalised and handed over
	Prepare plans and tenders for the 18 remaining centres	March 2003	Tender specifications and plans for the remaining 18 schools finalised and approved



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
Ensure quick and effective response to damages to property (infrastructure) as a result of disasters	Develop an effective strategy for disaster management	March 2003	Documented strategic plan for disaster management is in place
	Reconstruct remaining flood-damaged schools in affected provinces	March 2003	Completed reconstruction of 17 flood-damaged schools
<p>Improve expenditure levels on government investment in infrastructure development</p> <p>WHOLE SCHOOL EVALUATION</p> <p>Develop and maintain successful implementation of educational monitoring</p>	Assist provincial planning for infrastructure delivery	March 2003	All provinces have credible infrastructure plan in place
	Ensure co-ordination between Public Works, Education and the Treasury in provinces for improved performance	Ongoing	All provinces hold scheduled regular meetings involving Public Works, Education and the Treasury
	Investigate and develop alternative methods of delivery	September 2002	Policy process document has been agreed upon by all relevant bodies
	Quarterly progress reports from provinces to monitor expenditure and delivery	Ongoing	
	Distribute self-evaluation tools to all schools	April 2002	All schools have self-evaluation tools
	Train all school principals in nodal areas	April 2002	Total of 964 principals trained in WSE
	Train all supervisors in report-writing	May /June 2002	
	All schools in nodal areas carry out self-evaluation	June 2002	Total of 964 schools in nodal areas perform evaluation and are being monitored
Conduct external evaluation in all identified schools	July - December 2002	Identified schools are externally evaluated	

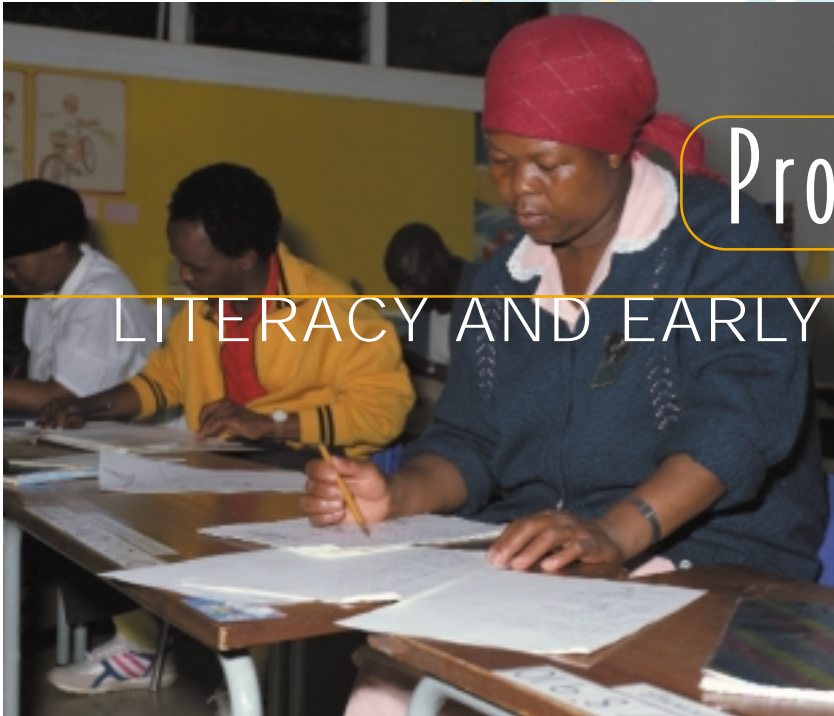


STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
	Collate school profiles		Intervention in nodal reports facilitated by accurate and reliable information
	Provide schools in nodal areas with school profiles and recommendations for school plans	June 2003	Total of 241 school profiles produced and distributed
SYSTEMIC EVALUATION			
Evaluate system performance in nodal areas	Conduct systemic evaluation main study in Grade 3 of all nodal area primary schools	September 2002-March 2003	Total of 546 school profiles produced and baseline information for all Grade 3 learners available to all schools in nodal areas
	Conduct systems evaluation main study in Grade 9 of all nodal area schools	March 2002-September 2003	Total of 380 school profiles produced with recommendations for intervention



DEPARTMENT OF EDUCATION





Programme 3

LITERACY AND EARLY CHILDHOOD DEVELOPMENT

OF EDUCATION



Programme 3: Literacy and Early Childhood Development

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

Funded by:
 Earmarked funds: R18 million
 Conditional grants: R52 million
 Vote 15: R4,871 million
 Donor funds: R12,560 million

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
ADULT EDUCATION AND TRAINING			
Implement the ABET Act	Establish NABABET	July 2002	NABABET launched
	Conduct an audit of existing governance structures at ABET centres	September 2002	Reliable information on the number and nature of governance structures finalised and available for use
	Develop norms and standards for the funding of ABET	July 2002	ABET centres funded according to approved norms and standards
Ensure that appropriate assessment systems are in place	Develop Continuous Assessment (CASS) and CTA guidelines for assessing and monitoring learner achievement	June 2002	Improved learner performance at level 4
Continue providing support for practitioners	Train educators in CASS and CTA	August 2002	Learners assessed and achievements recorded in a professional manner Provision of qualitative learning programmes
	Training of educators in different learning areas and electives (Ikhwelo and Rivoningo)	July 2002	



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
Ensure continued development and strengthening of ABET in line with the NQF	Procure learning materials and equipment	September 2002	Learners have access to a variety of learning materials
	Liaise with SETAs and National Skills Authority	July 2002	More learning options available to learners
	Facilitate the establishment and training of governing bodies	March 2003	ABET centres run professionally and effectively
Strengthen co-ordination for the provision of ABET	Mobilise learners through ALW and ILD	September 2002	More learners participate in Adult Education
	Align national and provincial planning processes	March 2003	Effective implementation of ABET
	Continuously update the databases of NGOs and CBOs and institutions involved in adult literacy	Ongoing	List of organisations providing literacy programmes, resulting in increased number of learners and civil society in the delivery of literacy programmes
	<ul style="list-style-type: none"> - Networking with relevant SETAs to ensure adult literacy as a necessary aspect of sector skills plans - Develop and implement a system to enable relevant SETAs and NSA to accredit adult literacy NGOs and CBOs - Develop and implement a reporting system to establish the extent to which SETA skills plans are impacting on reducing level of illiteracy in the workplace 	<p>November 2002</p> <p>March 2003</p>	<p>A 30% increase in the number of learners</p>

DEPARTMENT OF EDUCATION



PROGRAMME 3: LITERACY AND EARLY CHILDHOOD DEVELOPMENT

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
SANLI			
Mobilise additional resources to support organisations involved in adult literacy	Create partnerships with donor agencies and the private sector, both nationally and internationally, to secure resources both in kind and in direct funding	July 2002 -ongoing	Increased participation of donor agencies and private sector in the literacy programme, resulting in increased resources
	Mobilise communities in support of voluntary services	July 2002-ongoing	Increased participation by civil society at both local and national levels.
	Implement the development communication and marketing strategy	September 2002	<p>More learners participate in literacy programmes</p> <p>More organisations and members of civil society support the literacy campaign</p>
	Create partnerships with organisations involved in the reading chain, with a view to make reading and resource materials easily available to communities	July 2002	More people participate in reading activities
Funding and supporting accredited organisations/institutions involved in adult literacy	Set up and implement a system to invite, select and monitor the implementation of project proposals by literacy organisations	March 2003	<p>Increased numbers of learners joining literacy programmes of whom at least 80% are completing the programme and obtaining the required competencies</p> <p>Improved quality of literacy material provided, resulting in improved quality of teaching and learning</p> <p>Improved retention and quality of practitioners.</p>

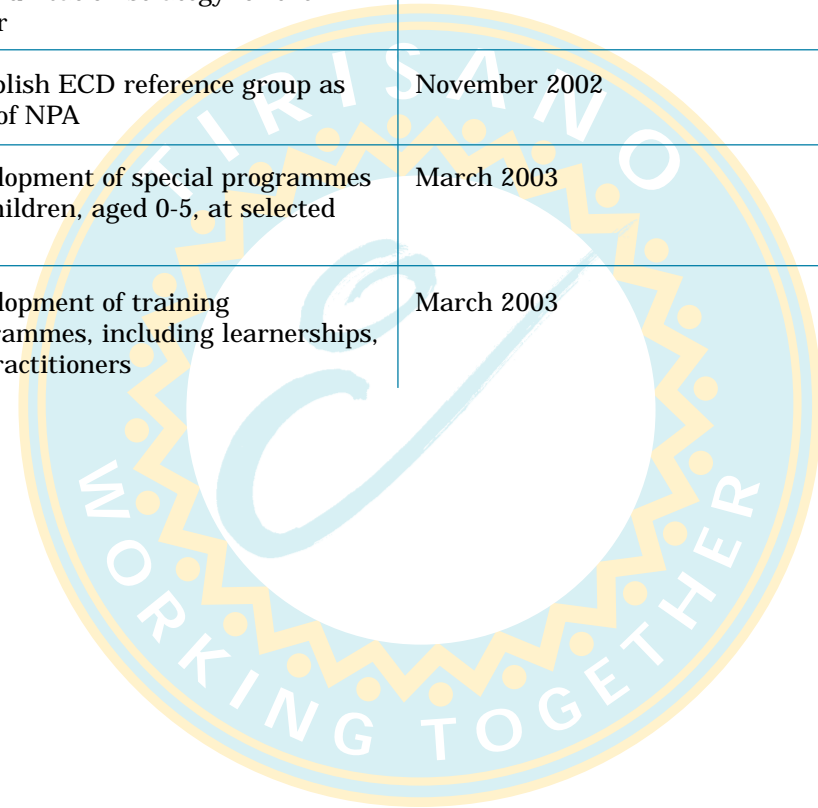


STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
Capacity-building for NGOs and CBOs involved in literacy training to facilitate access to funding and improve service delivery.	Solicit and facilitate training programmes in project design and management using tertiary institutions and technical colleges	March 2003	10% increase in the participation of organisations during 2003.
EARLY CHILDHOOD DEVELOPMENT ECD curriculum development	Implement research programme to monitor and evaluate the strategy	March 2003	High quality information generated within the system to monitor, evaluate and report on literacy initiatives A report for donors is produced on performance of literacy initiatives, comprising information from each province
	Development of curriculum for the training of ECD practitioners		Approved curriculum in place
	Development of learnerships for ECD practitioners	March 2003	Learnerships registered
	Development of an RPL framework for ECD practitioners	March 2003	RPL implemented
	Development of curriculum for Grade R	March 2003	NCS for Grade R
	Support season 2 of Takalani Sesame	September 2002	
	Procurement of basic teaching kits for 4 500 sites	March 2003	4 500 kits delivered to sites



PROGRAMME 3: LITERACY AND EARLY CHILDHOOD DEVELOPMENT

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
Co-ordination, advocacy and information	Establish advisory structures to support implementation	November 2002	National and inter-provincial structures functioning
Expanding provision of ECD to 0 to 5-year olds, in line with the National Programme of Action (NPA) for children	Develop an inter-active communication strategy for the sector	September 2002	Regular communication with the sector and the public regarding ECD Reference group established
	Establish ECD reference group as part of NPA	November 2002	Curriculum developed
	Development of special programmes for children, aged 0-5, at selected sites	March 2003	Total of 4 500 practitioners qualified at level 1 of the NQF
	Development of training programmes, including learnerships, for practitioners	March 2003	Practitioners have access to a variety of programmes



DEPARTMENT OF EDUCATION





Programme 4

FURTHER EDUCATION AND HIGHER EDUCATION

OF EDUCATION



Programme 4: Further Education and Higher Education

Priority: *We must create a vibrant further education and training system to equip youth and adults to meet the social and economic needs for the 21st century.*
We must implement a rational, seamless higher education system that grasps the Intellectual and professional challenges facing South Africans in the 21st century.

Funded by:
 Earmarked funds:
 Conditional grants:
 Vote 15: R25,335m
 Donor funds: R10,445 mil

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
SUB PROGRAMME 1: FET			
Enhance the quality of assessment in GET and FET	Design a single assessment system for GET and FET	June 2002	Single assessment system for GET and FET approved
	Conduct FET college examinations Consolidate and improve the use of Continuous Assessment (CASS) as a factor in assessment	Five times (February, April, June, August and November)	Examinations successfully conducted CASS successfully used in FET
Enhance learner achievement, both qualitatively and quantitatively	Identify schools that are under-performing	May 2002	Improvement in national pass rate in matric exams at a rate of 3% p.a.
	Analyse results of each subject in these schools	June 2002	Number of schools in 0 - 20% range has decreased to fewer than 100.
	Support districts in implementing strategies	June 2002	Increase in percentage of candidates obtaining SC with endorsement at a rate of 2% p.a.
	Run the Most Improved Schools Awards	February 2003	More schools participate in Most Approved School s Award
	Develop strategies and programmes for teacher development	March 2003	An approved strategy is in place



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
Ensure sound, well-designed and well-articulated NCS for FET	Develop National Curriculum Statements and conduct field tests	April 2002	National Curriculum Statements (NCS) developed and field tested
Develop institutional capacity to support implementation and manage new landscape	Develop policy frameworks on schools in FET	March 2003	Policy frameworks on schools in FET developed
	Identify proper leadership for new FET colleges	March 2003	Proper leadership for new FET colleges identified.
	Review and assess provincial capacity for implementation	March 2003	
	Engaging provinces in capacity needs and how they can be met	January 2003	Total of 152 FET colleges merged to form 50 colleges
	Finalisation of mergers and declaration processes	June 2003	Policy for funding FET colleges approved
Introduce the use of RPL systems in FET	Develop RPL policy	February 2003	RPL policy approved
	Implement RPL with 5% of learners	June 2002	First 5% cohort assessed through RPL
To ensure that the FET sector is ready and able to deliver learnerships	Identify learnerships in key strategic institutions	August 2002	Learners placed in programmes
	Engage SETAs in identifying areas they would assign priority to for funding	Ongoing	Database of strategic learnerships available
Facilitate strategic intervention in key strategic areas to ensure increased quality delivery	Each of 102 schools registers 10 learners in Physical Science and Maths Higher Grade	March 2002	Total of 1 020 learners registered for Physical Science and Maths Higher Grade
	Assist schools to improve performance in Mathematics Higher Grade	July 2002	Autumn and Winter Maths and Science clinics held
	Develop appropriate learning materials for schools	August 2002	Materials distributed to schools

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
Ensure a systemic and quality-assured vibrant private FET sector	Develop a regulatory framework	March 2003	Regulations gazetted Colleges registered and regulated
HIGHER EDUCATION			
Providing a framework, as well as leadership for restructuring of the higher education system	<p>Implementation of the National Plan for Higher Education, including the plan for the restructuring of HE through:</p> <ul style="list-style-type: none"> - Finalisation and implementation of the restructuring proposal; - Facilitation of access and equity through the reviewing of NSFAS, and the establishment of a central information application system - Develop capacity building programmes for management and Councils - Development and implementation of a new funding formula - Development of policy on community service and related curriculum matters 	<p>July 2002</p> <p>2003 -2004</p> <p>March 2003</p> <p>March 2003</p> <p>March 2003</p>	<p>Restructured Higher education landscape decisions finalised</p> <p>More efficient NSFAS</p> <p>Vibrant development programme in place</p> <p>HE institutions funded according to new funding formula</p> <p>Policy framework finalised</p>
Improving management and service delivery in relation to the registration of private institutions	Strengthen information management systems	March 2003	Reduce registration turn around time by 50%
	Gazette and implement the Regulations for the Registration of Private Higher Education Institutions	March 2003	Regulations gazetted



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
Advocacy and communication with the public around private institutions	Develop an appropriate communication strategy	June 2002	A better informed public regarding the status of institutions
Improve the mechanisms for evaluation and accreditation of research outputs to improve and support the development of research capacity	Develop and finalise new policy on the development of research Develop incentives and support mechanisms for emerging researchers, especially blacks	March 2003 March 2003	Policy finalised and implemented More black researchers undertaking relevant research



DEPARTMENT OF EDUCATION





Programme 5

ORGANISATIONAL EFFECTIVENESS OF THE
NATIONAL AND PROVINCIAL DEPARTMENTS

Programme 5: Organisational Effectiveness of the National and Provincial Departments

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

Funded by:
 Earmarked funds: R15,211 mil
 Conditional grants: R224,320 mil
 Vote 15: R3,113 mil
 Donor funds: R2, 445 mil

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
Deliver support on already identified projects to enhance administration in provinces	To perform contract management and contract administration functions for projects identified by provinces covering financial administration, performance management and dealing with further backlogs with regard to leave records and misconduct cases	January 2002 to October 2003 January 2002 until June 2003	21 projects and recommendations delivered to DG and HODs on the improvement of PEDs performance regarding areas covered in the reports
Conduct project impact assessment on all past PASD projects regarding support to PEDs in their overall management and corporate services	Develop and agree upon project impact assessment. Conduct impact studies in PEDs. Use findings as a resource in future integrated planning and initiatives.	April 2002 October 2002 November 2002	A basic impact assessment instrument developed. Impact study reports serving as a basis for improvement of support
Develop and implement a monitoring system, to monitor the performance of PEDs regarding administrative matters.	Develop a monitoring instrument for overall management of corporate services Monitor procurement, delivery and retrieval of LSM. Commence with the first round of monitoring of overall management of corporate services	June 2002 June 2002 to February 2003 September 2002	Quality draft monitoring instrument. Timely delivery of LSM to schools Report on performance of PDEs.





Programme 6

RACE AND VALUES IN EDUCATION

DEPARTMENT OF EDUCATION



Programme 6: Race and Values in Education

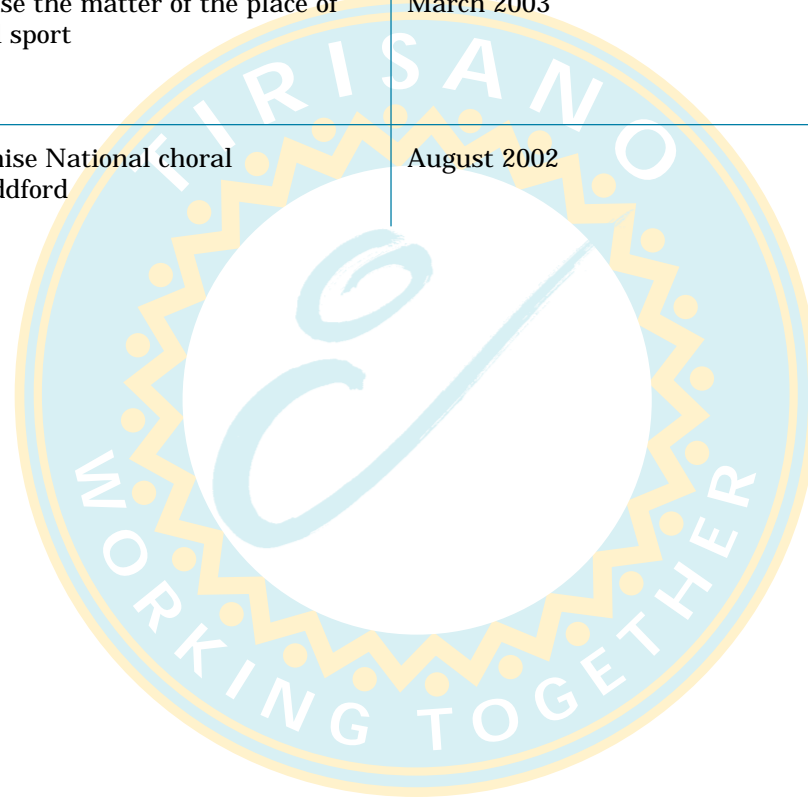
Priority: *To facilitate the promotion of equity, tolerance, multilingualism, openness, accountability and social honour in our schools*

Funded by:
 Earmarked funds: R2,033m
 Conditional grants:
 Vote 15: R3,930m
 Donor funds:

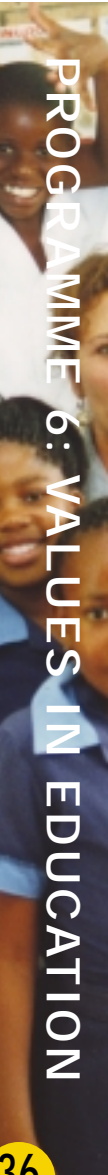
STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
RACE AND VALUES IN EDUCATION			
Combat racism in schools and support school communities in the integration of schools	Establish programmes to support integration in schools	March 2003	Reduction in racial incidents in schools
Ensure the integration of values, as identified in the values document, at all levels of the system	Develop advocacy/awareness programmes	September 2002	Awareness of values amongst participating schools in all provinces (4 775)
	Co-operation with other units in the development of programmes and material to support teachers in the integration of values	February 2003	Total of 9 550 educators are in training on values and are acquiring the ability to inculcate this into the learning and teaching process
SOUTH AFRICAN HISTORY PROJECT			
Ensure quality history teaching across the education system and revive interest and commitment to history amongst learners and teachers	Launch an advocacy and communication campaign	June 2002 - September 2002	Broad knowledge of and enthusiasm about history of significance
	Co-operate with other units in reviewing the state of history in schools, re-writing of history textbooks and training of history educators	March 2003 - March 2004	State of history and state of learning and teaching of history improved



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators
SCHOOL ENRICHMENT PROGRAMMES			
Institutionalise national action plan on music, the arts and sport and the role they play to foster social cohesion	Establishment of Directorate Draft national plan	March 2003	Directorate fully staffed
	Finalise the matter of the place of school sport	March 2003	National plan accepted and implemented by key stakeholders; Optimal use of school time for sports, music and creative arts
	Organise National choral Eisteddford	August 2002	National Eisteddford successfully run



DEPARTMENT OF EDUCATION



PROGRAMME 6: VALUES IN EDUCATION

Vote 15: Education



Programme 1

administration



OF EDUCATION

Programme 1: Administration

Administration provides for policy-formulation and the overall management of the Department includes the responsibilities of the Minister, Deputy Minister, Director-General; as well as for the provision of personnel, financial, administrative and other office services.

Management: R19,720m
 Corporate Services: R37,595m

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
INFORMATION TECHNOLOGY				
To provide I.T Services to the Department	- Provide efficient network service support to clients	Ongoing	Efficient network services with minimum interruptions to clients	R4 391
	- To develop technology to support business functions of the department	Ongoing	Ease of performing business functions through the use of technology	
	- Provide efficient telecommunication services	Ongoing	Efficient communication of information within the department and also with other interest groups	
	- Represent and promote the interest of the Department.	Ongoing	Implementation of best practices in information technology through the exchange of information with interest groups.	

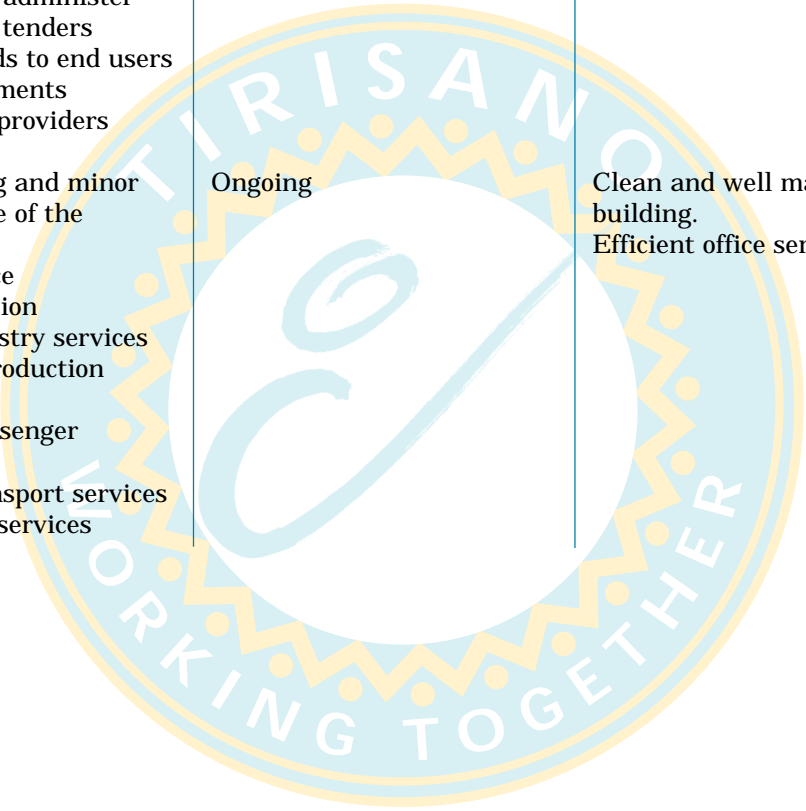


STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
SECURITY AND ASSET MANAGEMENT				
To exercise control over security and asset management	- Project Manager for the Department to erect a new building for the Department	Ongoing	New building which supports Education outcomes and enhances the vision, mission and values of the Department	R1 452
	- Management of building contract	July 2002 — ongoing	Staff working in well serviced accommodation	
	- Exercise control over the process of asset management	Ongoing	The assets of the Department are well managed according to the PFMA	
	- Manage security liaison, security policy development and monitor the implementation of policy	Ongoing	Management is well advised on security risks and the Department is a safe environment for the staff to work in	
	- Arrange all the workshops the Department	Ongoing	All workshops and conferences in the department are well managed	

DEPARTMENT OF EDUCATION



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
LOGISTICAL SERVICES				
To manage the Procurement and provision of goods and services	<ul style="list-style-type: none"> - Receive requisitions from users - Process and administer requests for tenders - Provide goods to end users - Process payments - Pay service providers 	Ongoing	All end users receive goods and services on time.	
To manage and execute office support services	<ul style="list-style-type: none"> - The cleaning and minor maintenance of the building. - Provide office accommodation - Provide registry services - Provide reproduction services - Provide messenger services - Provide transport services - Provide tea services 	Ongoing	Clean and well maintained building. Efficient office services.	R11 418



DEPARTMENT OF EDUCATION

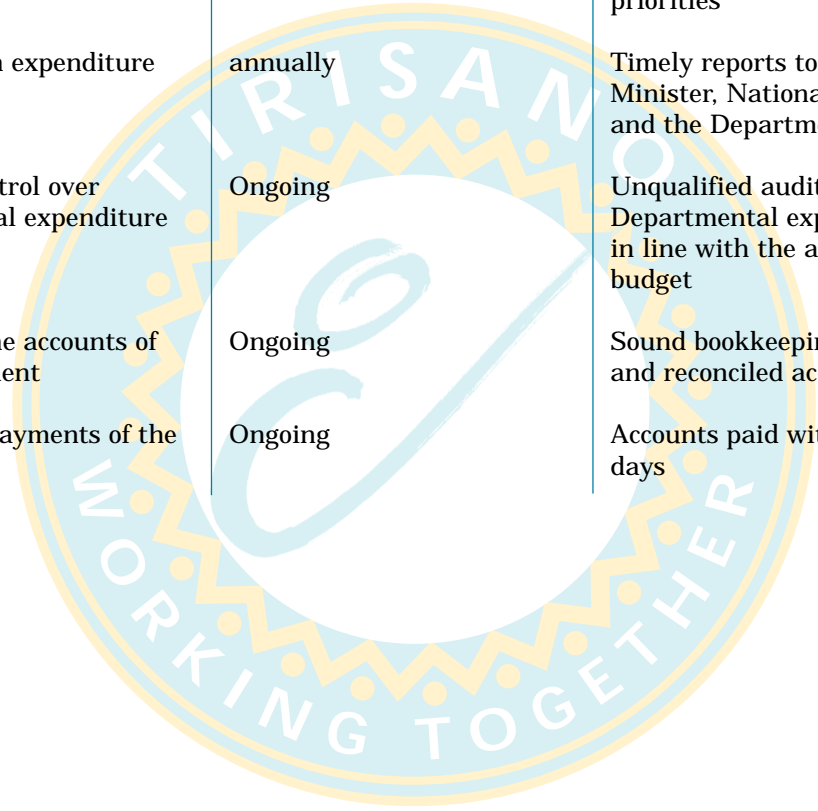


STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
INTERNAL AUDIT				
To render an internal auditing service	Perform auditing on: - financial procedures and control measures; - staffing functions with a financial impact (e.g. salaries, leave records, etc.) and - logistical functions with a financial impact (e.g. orders, payments, tenders, etc.)	Ongoing	Regular reporting errors identified and rectified	R1 062
	Perform auditing on: - utilisation of labour saving devices, equipment and systems; and - value for money concerning departmental projects.	Ongoing	Regular reporting equipment and systems utilised to their full potential value for money received	
	Lialise with the Office of the Auditor-General.	Ongoing	Good working relationship	
	Manage the Audit Committee	Ongoing	Strong and effective Audit Committee	
	Provide advice	Ongoing	Managers making correct decisions based on sound advice provided	

DEPARTMENT OF EDUCATION



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
FINANCIAL SERVICES				
To render financial management services	Management of Department s funds	Ongoing	An approved budget which support the Tirisano priorities	R7 938
	Reporting on expenditure	annually	Timely reports to the Minister, National Treasury and the Department	
	Exercise control over Departmental expenditure	Ongoing	Unqualified audit report Departmental expenditure in line with the approved budget	
	Managing the accounts of the Department	Ongoing	Sound bookkeeping system and reconciled accounts	
	Processing payments of the Department	Ongoing	Accounts paid within 30 days	



DEPARTMENT OF EDUCATION



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
STAFFING SERVICES				
To provide and manage efficient, effective and professional client friendly staffing, training and special programmes services, supported by applicable policies	Appointment of staff and maintenance of personnel records	Ongoing	All posts on the staff establishment filled and personnel records up to date	R9 157
	To provide and manage an effective and efficient remuneration service to the Department.	Ongoing	Effective personnel management and well cared for staff.	
	To ensure that internal training is implemented and maintained in the Department.	Ongoing	Well informed and skilled staff members who are utilised to their full potential	
	To ensure that representivity and internal staff relations are implemented in the Department	Ongoing	Representative staff complement	
	To manage Labour relations of public service staff		Excellent human relations and a peaceful workforce	

DEPARTMENT OF EDUCATION





Programme 2

PLANNING AND MONITORING



OF EDUCATION

Programme 2: Planning and Monitoring

Planning and monitoring provides strategic direction and support in the development and implement of education policies, programmes and projects

R61,995m

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
LABOUR RELATIONS MANAGEMENT				
Ensure sound labour relations	Continue and finalise negotiations on performance standards and incapacity related issues and the role of managers prior to strike action	July 2002	Agreements signed	R2 442
	Prepare for the job summit and implement summit resolutions	November 2002	Three year common agenda on Labour Relations issues set	
	Organise and manage the preparations for the Labour Rights in Education Conference for African Countries	March 2003	Shared experiences and information	
EDUCATOR POST PROVISIONING AND EMPLOYMENT CONDITIONS				
Revise post provisioning policy	Revise post provisioning norms to achieve quality	September 2003	Equitable and fair post provisioning	R3 280
	Develop norms and standards for non-educators	March 2003	Existing qualifications and programmes designed in accordance with revised norms and standards	
	Develop provisioning model for inclusive education	March 2003	A provisioning model for inclusive education developed	
	Develop norms for ABET and Revise norms and standards for educators			



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
Implement appropriate conditions of service	Align national policy with BCEA	March 2003	No discrepancy exists between Education Policy and the BCEA	
	Revise the PAM to accommodate new policies		Increased access to education	
	Negotiate for an agreement on the RPL for employment in education department			
LEGISLATION AND LEGAL SERVICES				
Render a legal service to the Department, including drafting and managing of education legislation and handling of court cases and labour disputes	Introduce new bills to Parliament	March 2003	Two bills (Education Laws Amendment Bill 2002 and Higher Education Amendment Bill 2002) approved	R2 885
	Draft regulations	September 2002	Four regulations (Initiation in Schools, Record of Proceedings regarding Appeals, Admission to Independent Schools and Index Regulations) approved	
	Review policy instruments as a result of recent court case	March 2003	Language, ECD, ELSEN, Curriculum, Admission Policy and Common National Exams policies reviewed and amended	

DEPARTMENT OF EDUCATION

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
EDUCATOR QUALIFICATIONS AND PROGRAMMES				
Align Norms and Standards for Educators and the Criteria for the Evaluation of Qualifications regarding the new academic policy for Higher Education.	Participate in the work of the Academic Task Team of the CHE/HEQC	July 2002	Amended Norms and Standards for Educators and Criteria for the Evaluation of Qualifications approved as policy by the Minister	
	Evaluate new/ revised qualifications and learning programmes in accordance with the Norms and Standards for Educators	March 2003	All public teacher education providers qualifications and programmes have been aligned with the Norms and Standards for Educators	
	Revise criteria for the recognition of appropriate qualifications for educators in FETIs	March 2003	Amended policy has been approved	
	Ensure an understanding of new criteria by provincial evaluators and Teacher Education Providers	March 2003	Revised criteria for the recognition of appropriate qualifications for educators in FETIs are in place Provincial evaluators are familiar with the new criteria	R 860

DEPARTMENT OF EDUCATION



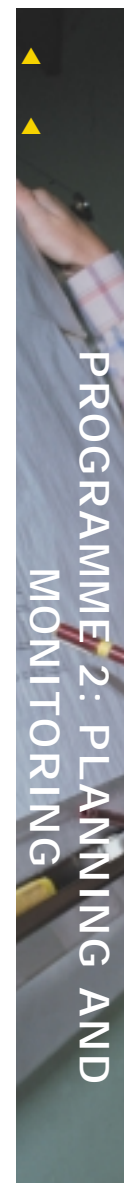
STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
EMIS				
Develop an integrated EMIS	Develop a data integration tool (DIT) and customise it according to provincial needs before implementation in provinces	March 2003	Fully functional system is installed and an integrated MIS is implemented in all provinces	
Develop and implement an electronic data-capturing system in all provinces	Conduct an audit of existing hardware and equipment in the provinces and develop a system that is customised for provincial requirements	March 2003	Fully functional system developed and implemented in all provinces	
	Implement data-capturing in provinces for the Annual School Survey Form		All provinces will be fully operational with electronic data-capturing systems	
Develop and implement the Education Information Policy	Finalise and obtain approval for the Education Implementation Policy	July 2002	Policy approved and published and some standards developed	
	Develop and publish standards and develop an advocacy campaign to popularise the policy			
Improve the quality of data used for planning, decision-making, monitoring and evaluation, as well as EMIS capacity in provincial EMIS units	Establish a help-desk to support provinces, as well as a flexible response unit	March 2003	Help-desk established and is functional	
	Develop a five-year plan for systems development		A master systems plan is developed and approved An independent flexible response unit is established for providing support to and training for EMIS units	

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
Develop new systems to support the monitoring and evaluation of the education system	Develop ECD, ELSEN, EMIS and an integrated FET MIS according to the new policy framework	March 2003	ECD, ELSEN and FET MIS developed and implemented	
	Facilitate the implementation of school management systems in the nodal areas			
Improve the utility of data	Continue to maintain the schools and ABET annual surveys	Ongoing	Continued monitoring and evaluation of the system	R13 441
	Develop a web page and statistical education publications	March 2003	Improved access to quality education data for users	
POLICY SUPPORT				
Develop a policy development framework and render policy analysis assistance to other units	Research different models of policy development and propose a model for use in DoE	March 2003	Institutional policy development framework developed and widely used	
Analyse the conditions and resources that impact on the education system	Commission research into - the costs of education — including state and private, cash and non-cash costs - teacher labour market and - drop-out rates	March 2003	Clear understanding of factors affecting the efficiency of the education system and their policy implications	
Develop enrolment projections for Medium - Term to Long-Term	Commission population and demographic projections Track trends in progressiveness of funding Propose mechanisms for indicator planning	March 2003	Indicators covering equity, access, quality, efficiency and democracy of education outcomes are developed	



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
Monitoring and evaluation of service delivery in the system	Develop a framework for monitoring and evaluating service delivery including indicators	February 2003	Framework developed	R3 456
HUMAN RESOURCE DEVELOPMENT (HRD)				
Ensure effective co-ordination and support for the implementation of the HRD strategy	Co-ordinate the various activity areas, as identified in the HRD strategy, and particularly ensure the effective participation and contribution of education in the HRD strategy	Ongoing	Annual objectives as outlined in the HRD strategy are achieved	R1 008
PHYSICAL PLANNING				
Improve the quality and efficiency in infrastructure delivery	Develop infrastructure norms Explore different models of delivery	March 2003	Norms developed and adhered to	R35 631

DEPARTMENT OF EDUCATION





Programme 3

GENERAL EDUCATION AND TRAINING

OF EDUCATION

Programme 3: General Education and Training

General Education promotes the development, research, evaluation, implementation and maintenance of national policy, programmes and systems for general education.

R317,985m

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
Implement new NCS in schools	Finalisation of national curriculum statements and implementation framework	April 2002	Declaration of revised curriculum statements as policy	R12 835
	Development of communication and advocacy strategy for revised NCS	July 2002	Policy communicated to all stakeholders	
	Develop materials to support the implementation of NCS	March 2003	Distribution of learning programme guidelines to all schools	
Finalise the GETC	Develop and trial the assessment instruments for monitoring learning achievement	Nov 2002	All instruments trialled and results analysed	R12 360
	Train Master trainers on principles and implementation of the new assessment programme	March 2003	20 Master trainers in each province trained to reach all Grade 9 teachers	
	Strengthen the implementation of C2005	March 2003	All teachers in senior phase trained to implement new assessment programme	
			Information and advocacy campaign undertaken	



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
Supporting the implementation of the Language in Education Policy	Development of home language literacy programme for foundation phase	October 2002	Reading material developed in all African languages for the Foundation phase	R2 000
	Develop a national second language literacy programme focusing on Maths, Science and Technology	December 2002	30% of teachers in GET phase trained in pedagogy for second language 30% of schools have basic starter packs 30% of SGBs successfully implement the LIEP	
	Develop a long term information and capacity building strategy for the implementation of the Language in Education Policy	March 2003	Advocacy strategy developed Booklets of previous examination papers that have been translated distributed to all grade 12 schools	
Improving the quality and supply of learning support materials (LSMs)	Developing norms and standards for LSMs, including guidelines on evaluation, selection and use of LSMs	November 2002	Learning materials used in schools conform to norms and standards	
Defining an appropriate place for religion in education	Finalisation of policy	November 2002	Policy is finalised	
	Develop LSM in support of the implementation of policy	March 2003	Appropriate materials are available and used by educators in schools	

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
ELSEN				
Implementing inclusive education policy	Conduct an audit of special education provision	July 2002	Accurate information on special education provision available and accessible	
	Converting special schools in nodal areas into Special Education Resource Centres	March 2003	Plans for the conversion developed and approved Thirty special schools in nodal areas converted into education resource centres	
	Converting 30 primary schools in nodal areas into full service schools	March 2003	Staff trained in preparation for the conversion Thirty primary schools in nodal areas converted into full service schools	
	Training District Support Teams for each of nodal areas	July 2002	Districts ready to support schools	
	Develop norms and standards for LSM for inclusive education, including guidelines on evaluation, selection and use	August 2002	Guidelines on procedures published and distributed to schools	
Ensure an effective referral system	Develop guidelines for use in schools, including special care	March 2003	Guidelines published	
	Train staff in use of procedures		Staff trained	R2 605

DEPARTMENT OF EDUCATION



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
TEACHER DEVELOPMENT				
To create a policy environment for teacher development	Develop a policy framework and a five-year implementation plan for educator development and support	August 2002	Framework in place and implemented Menu of professional development programmes available to teachers	
Ensure that all teachers in the system meet the minimum required levels of qualification (REVQ 13)	Provide re-skilling and upgrading opportunities through NPDE for school-based educators below REVQ 13 Facilitate the development and regular updating of a database for unqualified and under-qualified teachers	March 2003	Number of teachers without an REVQ 13 qualification reduced by 20% Up-to-date database on unqualified and under-qualified teachers in place	
To create a critical mass of competent and qualified teachers for gateway subjects across the system	Create training opportunities for Maths, Science and Technology teachers for the Intermediate and Senior phase and provide necessary resources Monitor and evaluate support for trained educators at school level	March 2003 March 2003	1200 teachers in the Intermediate and Senior phase complete NPDE/ACE in Maths and Science teaching 1250 schools, previously without resource material for teaching SMT, provided with the necessary resources A community of Maths and Science professionals has been established	

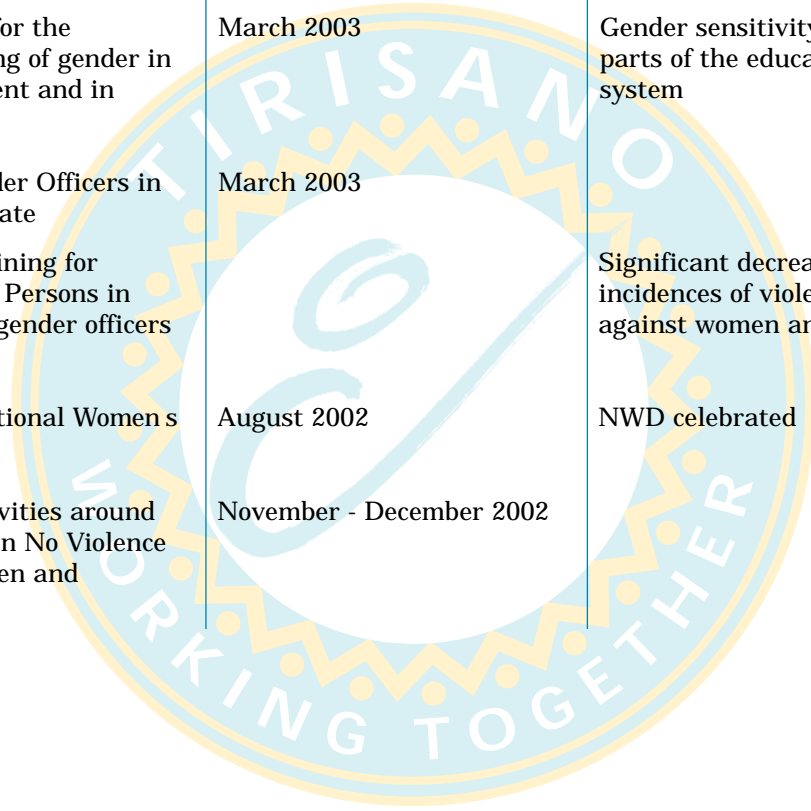
STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
Ensure the professional status of teachers and improve teacher morale	Ensure the effective implementation of the Development Appraisal System in all provinces.	September 2002	WSE and DAS aligned	
	Co-ordinate and monitor the development of a performance management instrument for teachers	March 2003	A performance management system available for use in the system	
	Refine and manage implementation of the National Teaching Awards to recognise excellence in teaching	October 2002	All schools participate in the National Teacher Awards	
Ensure that all educators are trained and receiving support	Develop and monitor a nationally co-ordinated training strategy to support the implementation of Curriculum 2005 and the revised National Curriculum Statements	March 2003	A training framework in place for the National Curriculum Statement	R23 751

DEPARTMENT OF EDUCATION



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
EDUCATION MANAGEMENT AND GOVERNANCE DEVELOPMENT				
<p>Ensure properly qualified, competent and visionary leadership at all levels of the system in support of quality learning and teaching</p>	<p>Implement management and leadership skills, and training programmes for district officials and SMTs</p>	<p>September 2003</p>	<p>Documentation and regulations for successful SGB elections are in place</p>	
	<p>Develop management systems that are EMIS compliant.</p>	<p>September 2003</p>	<p>Forty percent of all schools have been allocated all section 21 functions.</p>	
	<p>Assist provinces in strategies for dealing with failing schools.</p>	<p>May 2002 — ongoing</p>		
	<p>Develop a training package focused on empowering women who are potential managers, and supporting those who already hold down managerial positions.</p>	<p>March 2003</p>	<p>Forty percent of women managers have been trained nationally</p>	
	<p>Initiate research and use the findings to facilitate specific programmes to support and develop farm and rural school management teams and SGBs.</p>	<p>October 2002</p>	<p>Thirty five percent of schools nationally will implement models of co-operative discipline</p>	
	<p>Assist provinces in training and supporting SGBs and RCLs</p>	<p>March 2003</p>	<p>All newly elected SGBs have been trained in financial management, as well as in their roles and responsibilities.</p>	
	<p>Assist provinces in conducting credible SGB elections.</p>	<p>March 2003</p>		<p>1 979</p>

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
GENDER				
Develop the Gender Platform for Action	Finalise a framework for action in education	August 2002	Framework for action adopted.	
To mainstream gender in all plans and policies of the Department	Pilot project for the mainstreaming of gender in the Department and in provinces	March 2003	Gender sensitivity in all parts of the education system	
To combat gender-based violence at learning sites	Identify Gender Officers in each Directorate	March 2003	Significant decrease in incidences of violence against women an children	
	Facilitate training for Gender Focal Persons in districts and gender officers in schools			
	Celebrate National Women s Day	August 2002	NWD celebrated	
	Organise activities around the 16 Days on No Violence Against Women and Children	November - December 2002		R1 411



DEPARTMENT OF EDUCATION





Programme 4

FURTHER EDUCATION
AND TRAINING

OF EDUCATION

Programme 4: Further Education and Training

*Priorities: We must create a vibrant further education and training system to equip youth and adults to meet the social and economic needs of the 21st century.
We must implement a rational, seamless higher education system that grasps the intellectual and professional challenges facing South Africans in the 21st century.*

R98,034m

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000	
Design a single assessment system for GET and FET	Design a single assessment system for GET and FET	June 2002	Single assessment system for GET and FET approved		
	Enhance learner achievement, both qualitatively and quantitatively	Conduct FET college examinations	Five times (February, April, June, August and November)	Examinations successfully conducted	
		Consolidate and improve the use of CASS as a factor in assessment		CASS successfully used in FET	
		Identify schools that are under-performing		Improvement in national pass rate at a rate of 3% p.a.	
		Analyse results of each subject in these schools		Number of schools in 0 - 20% range has decreased to fewer than 100. Increase in percentage of candidates obtaining SC with endorsement at a rate of 2% p.a.	
Ensure properly coordinated educator capacity development for the implementation of NCS	Support districts in implementing strategies				
	Run the Most Improved Schools Awards		An approved strategy is in place		
	Develop strategies and programmes for teacher development	April 2002	All educators have undergone targeted training programmes in fundamentals		



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
	All educators in FET placed in capacity-building programmes for the implementation of NCS	End 2002		
Ensure sound, well-designed and well-articulated NCS	Prepare and develop institutional capacity for the delivery of educator programmes		All educators in FET placed in capacity-building programmes for the implementation of NCS	
Develop institutional capacity to support implementation	Develop NCS for FET	March 2003	NCS developed and approved	
Ensure the implementation of a new landscape for FET colleges	Review and assess provincial capacity for implementation	March 2002	Information on capacity of provinces available	
	Engaging provinces in capacity needs and how they can be met			
	Finalisation of mergers and declaration processes	January 2003	Total of 152 FET colleges merged to form 50 colleges	
Introduce the use of RPL systems in FET	Draft funding norms and standards for colleges	June 2003	Policy for funding FET colleges approved	
			Formula and procedures for programme-based funding	
	Develop RPL policy	August 2002	RPL policy approved	
FET sector is ready and able to deliver learnership	First 5% cohort assessed through RPL	February 2003	Learners placed in programmes Database of strategic learnerships available	
	Identify learnerships in key strategic institutions	June 2002	Business plans for institutions	

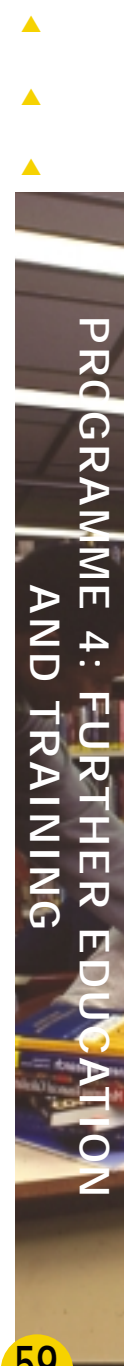
STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
<p>Facilitate strategic intervention in key strategic areas to ensure increased quality delivery</p> <p>Ensure a systemic and quality-assured vibrant private FET sector</p>	Assist institutions in preparing business plans	August 2002		
	Engage SETAs in identifying areas they would assign priority to for funding	Ongoing		
	Each of 120 schools registers 10 learners in Physical Science	February 2003	Total of 1 200 learners registered for Physical Science and Maths Higher Grade	
	Assist schools to improve performance in Mathematics Higher Grade	March 2002	Materials distributed to schools	
	Develop appropriate learning materials for schools		Autumn and Winter Maths and Science clinics held	
	Develop a regulatory framework	July 2002	Regulations gazetted	
		March 2003	Colleges registered and regulated	

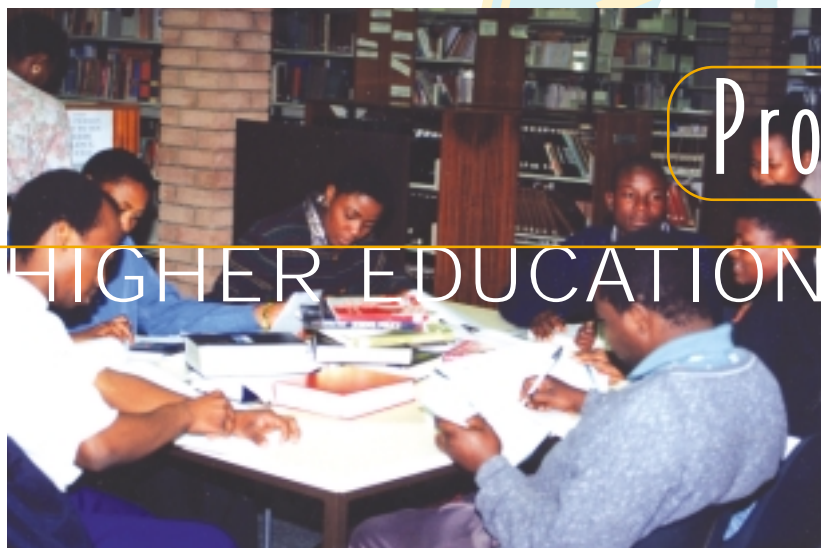
DEPARTMENT OF EDUCATION



STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
SYSTEMIC EVALUATION				
Evaluate performance of the education system with regard to Grades 3, 6 and 9	Disseminate findings of Grade 3 main study of 2001	November 2002	Intervention plans drafted on the basis of reports	R9 482
			Availability of refined instruments and trained staff for data collection	
	Conduct systemic evaluation mini field test in Grade 6 in preparation for 2003 main study	March 2003	SACMEC instruments facilitated by results of main study	
	Conduct systemic evaluation main study in Grade 9	March 2003	A refined developmental framework to facilitate SE processes	
SAQA				
	Financial assistance			R9 000
SAFCERT				
	Financial assistance			R1 500

DEPARTMENT OF EDUCATION





Programme 5

HIGHER EDUCATION

DEPARTMENT OF EDUCATION

Programme 5: Higher Education

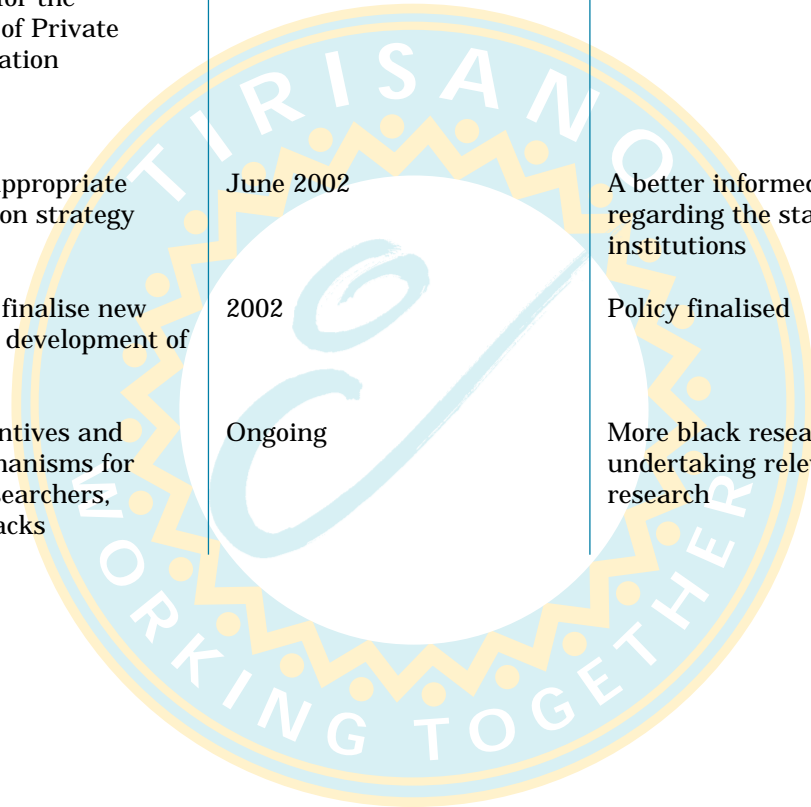
R7 992,572m

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
Providing a framework, as well as leadership for restructuring of the higher education system	Implementation of the National Plan for Higher Education, including the plan for the restructuring of HE through:			
	- Finalisation and implementation of the restructuring proposal;	July 2002	Reduction in number of HE institutions	
	- Facilitation of access and equity through the reviewing of NSFAS, and the establishment of a central information application system	2003 -2004	More efficient NSFAS	
	- Development of management and governance capacity in HE systems	2002	Management and governance capacity developed	
	- Development and implementation of a new funding formula	2003-2004	HE institutions funded according to new funding formula	
	- Development of policy on community service and related curriculum matters	2002	Policy framework finalised	

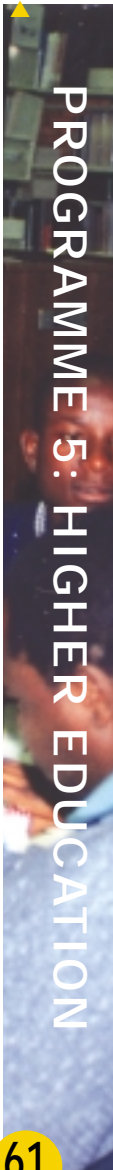


STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
Improving management and service delivery in relation to the registration of private institutions	Strengthen information management systems	2002	Reduce registration time by 50%	
	Gazette and implement the Regulations for the Registration of Private Higher Education Institutions	2002		
Advocacy and communication with the public	Develop an appropriate communication strategy	June 2002	A better informed public regarding the status of institutions	
	Develop and finalise new policy on the development of research	2002	Policy finalised	
Improve the mechanisms for evaluation and accreditation of research outputs to improve and support the development of research capacity	Develop incentives and support mechanisms for emerging researchers, especially blacks	Ongoing	More black researchers undertaking relevant research	

R2 510



DEPARTMENT OF EDUCATION





Programme 6

AUXILIARY AND ASSOCIATED SERVICES

Programme 6: Auxiliary and Associated Services

R274,547m

STRATEGIC OBJECTIVE	Activities	Time-frames	Performance Indicators	BUDGET: 2002/2003 '000
POLICY SUPPORT				
Ensure effective mobilisation and use of extra budgetary support, including conditional grants	Support the development of appropriate and well-articulated business plans, as well as the support, monitoring and implementation of those plans, including appropriate expenditure	Annually	All business plans for the acquisition of extra budgetary funds and conditional grants are approved on time The levels of expenditure are above 80%	R227 624
INTERNATIONAL RELATIONS				
Improved participation of the education sector in the international arena, especially in Africa	Ensure effective contribution to the SADC restructuring and to the activities of SADC and ADEA, especially around NEPAD	March 2003	Clear NEPAD POA adopted by SADC and ADEA	R 2 793
	Ensure the effective implementation of programmes relating to the Bi-national Commission, Bi-laterals and Multi-lateral arrangements	Ongoing	Reports on programmes indicate implementation rate of at least 80%	
	Ensure effective participation in UNESCO programmes, in particular EFA	March 2003	Clear POA for the attainment of EFA objectives is in place	
UNESCO NATIONAL COMMISSION				
	Membership fee for UNESCO	Annually		R13 788



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Secretariat: Directorate: Strategic Planning

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DEPARTMENT OF EDUCATION

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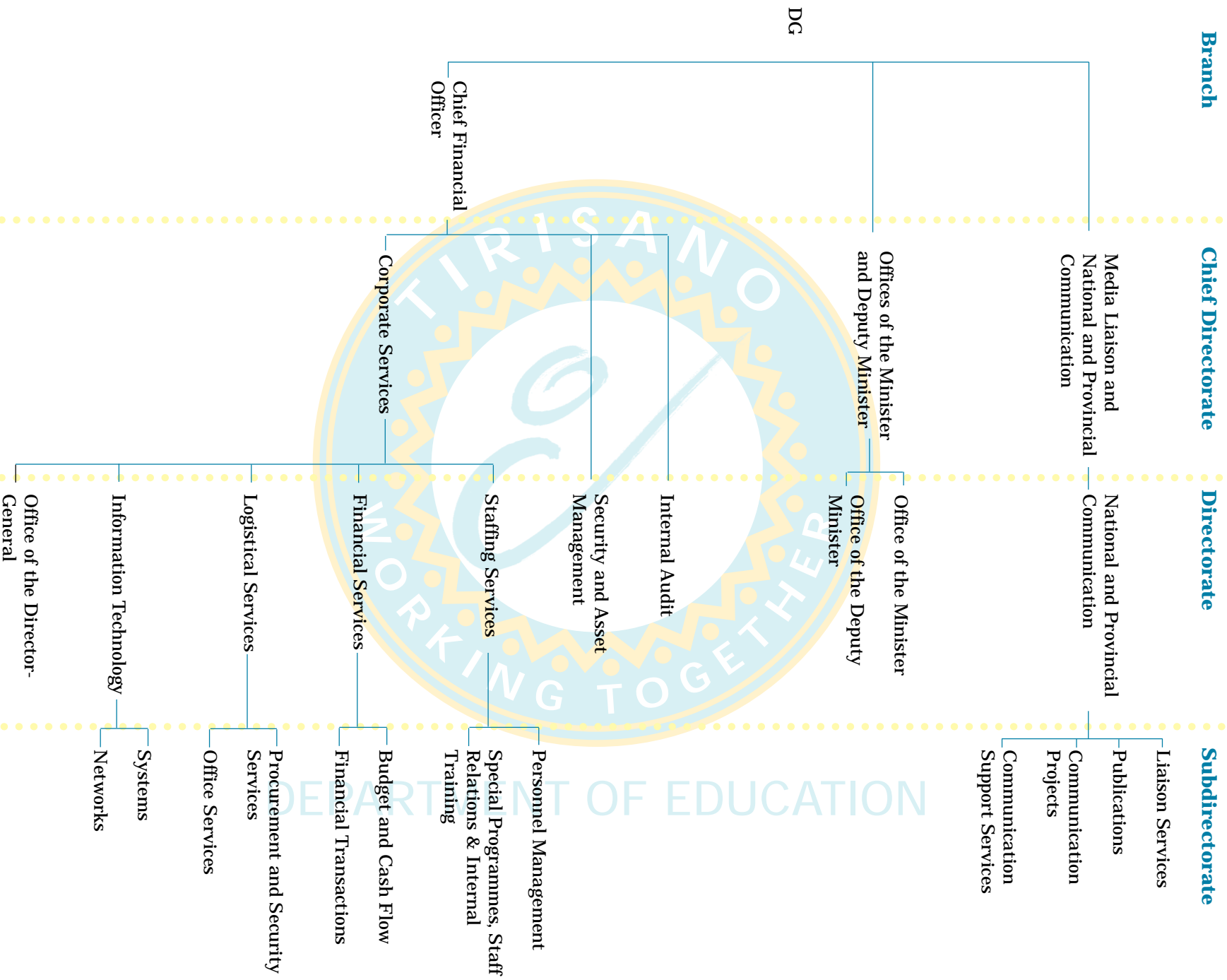
exe.sclo@elrc.co.za

Chairperson: Mr W Kutumela
Executive Officer: Mr D Govender

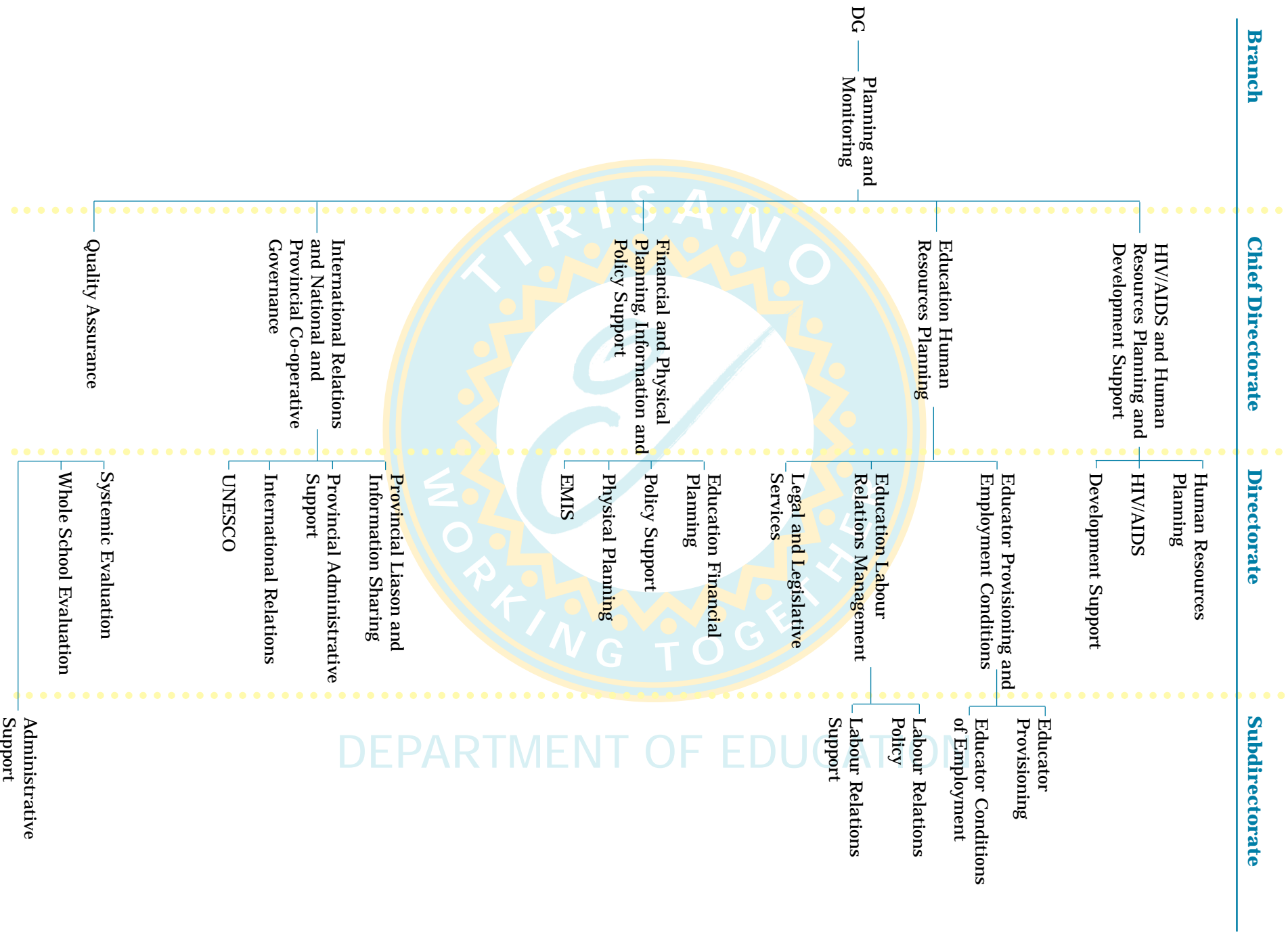


DEPARTMENT OF EDUCATION

ORGANOGRAM

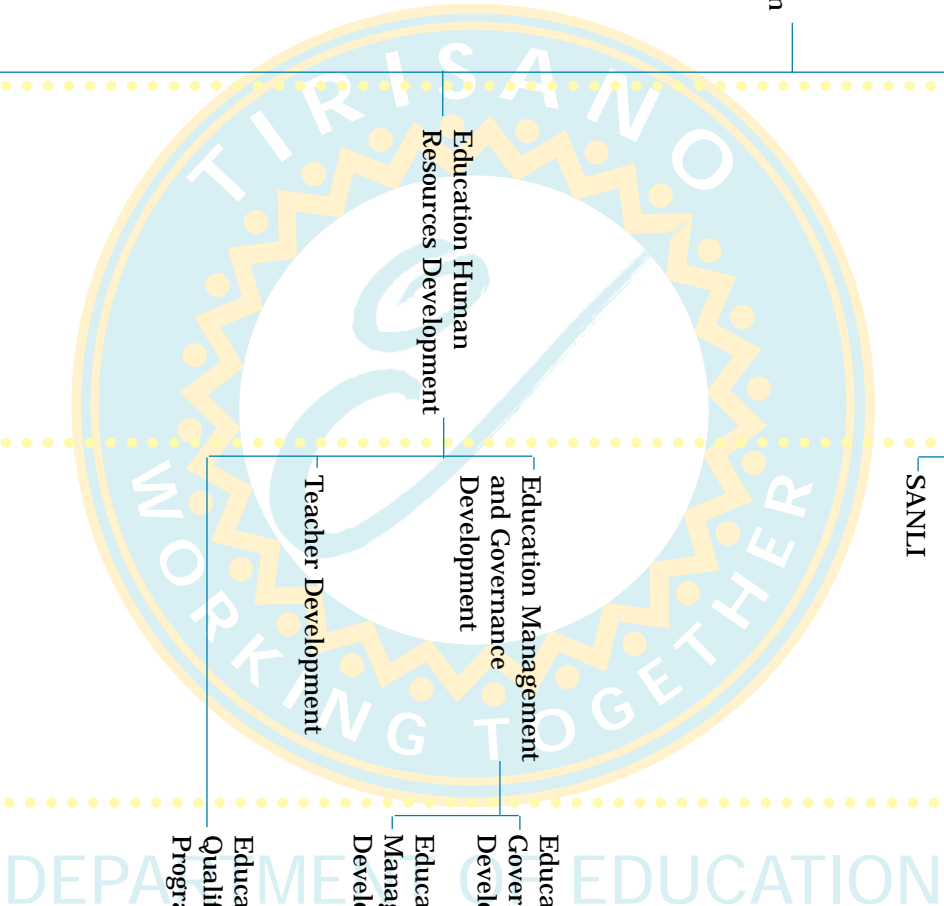
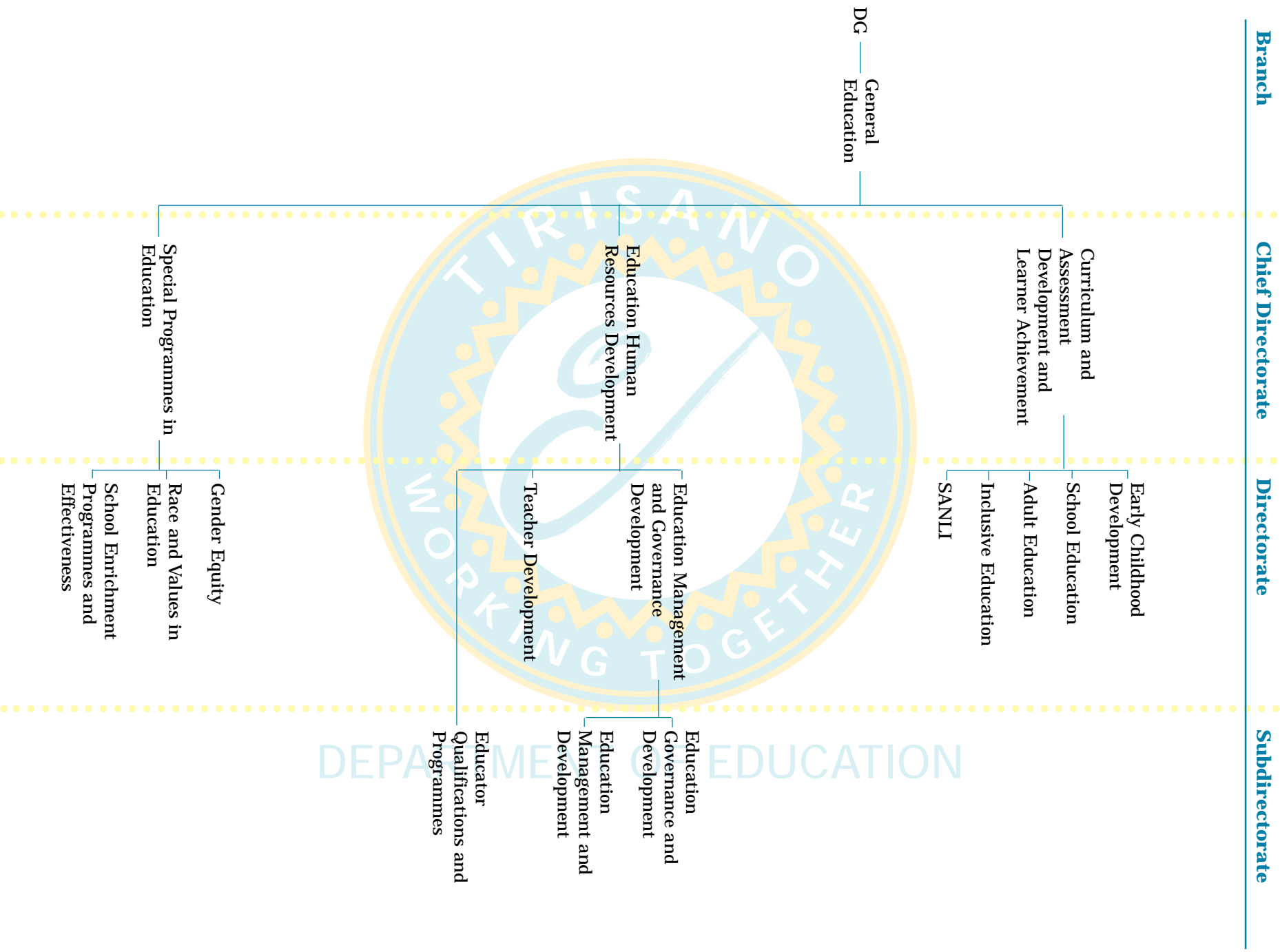


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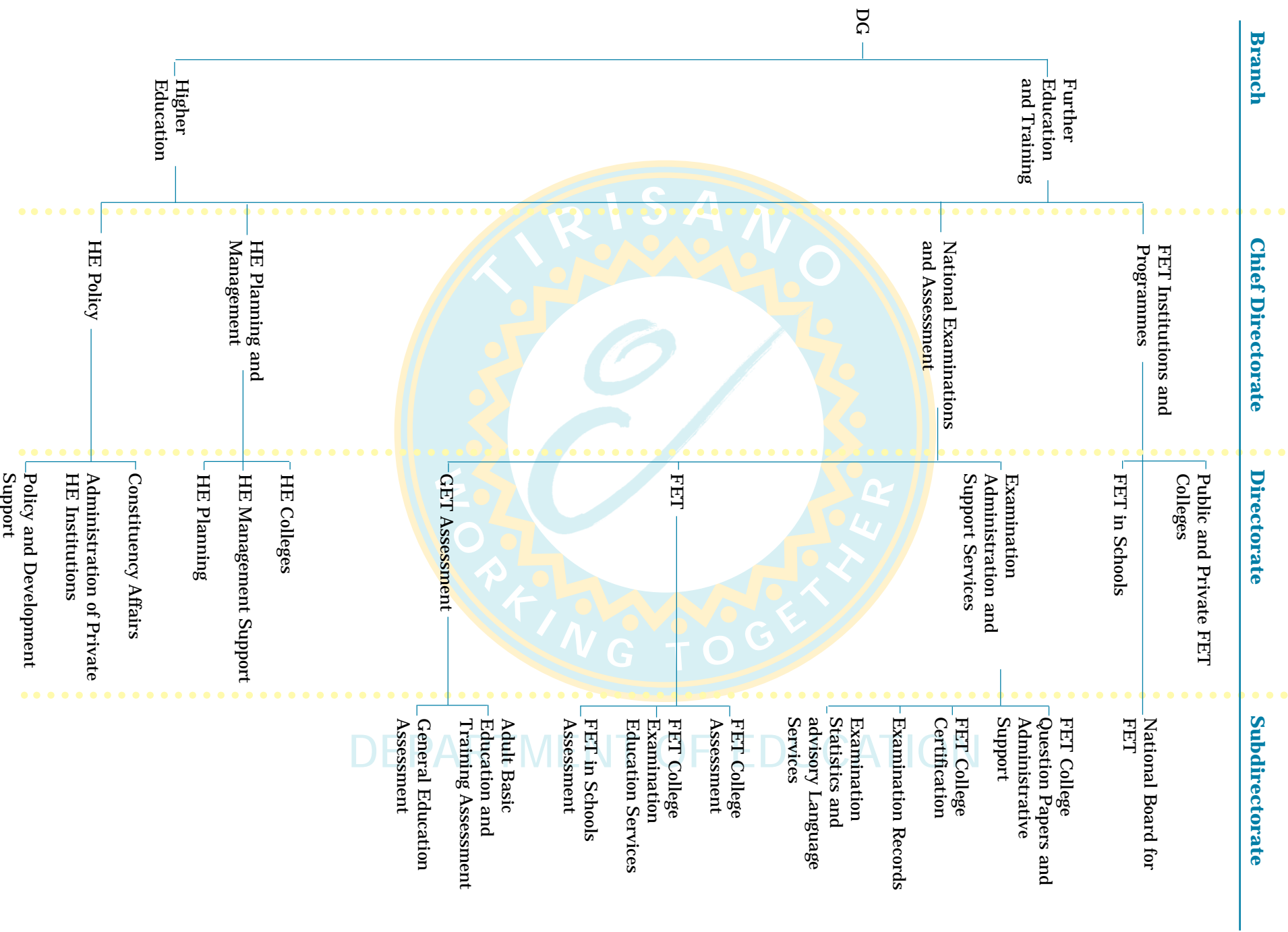
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Acronyms

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

HOD	Head of Department	LIEP	Language in Education Policy
PASD	Provincial Administrative Support Directorate	RCL	Representative Council of Learners
PFMA	Public Finance Management Act	SC	Senior Certificate
BCEA	Basic Conditions of Employment Act	SAQA	South African Qualifications Authority
PAM	Public Administration Measures	SACMEQ	Southern African Consortium for Monitoring Educational Qualifications
CHE	Council for Higher Education	SAFCERT	South African Certification Council
HEQC	Higher Education Qualifications Council	NEPAD	New Partnership for Africa Development
FETI	Further Education and Training Institutions	SADC	Southern African Development Co-operation
DIT	Data Integration Tool	ADEA	Association for Development of Education in Africa
ELSEN	Education of Learners with Special Education Needs	POA	Programme of Action
HRD	Human Resource Development	EFA	Education for All

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