
KWAZULU NATAL
DEPARTMENT OF EDUCATION

FIVE-YEAR
STRATEGIC AND PERFORMANCE
PLAN
2005 to 2010

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PART A

1. POLICY STATEMENT BY THE MEC FOR EDUCATION

INTRODUCTION

This policy statement of the KwaZulu-Natal Department of Education coincides with a significant milestone of ten years of democracy in South Africa. The trajectory of the first two phases of our democracy was clearly marked – the first five years focused on dismantling the structures of apartheid and building the necessary legislative and policy framework that would lead us towards the goals of a quality education for all articulated in the Yellow Book and the RDP. The second phase emphasized the need to move from policy to action.

The transformation of the education system has made bold strides with visible evidence of progress that has been made in ensuring that our people have equal access to education opportunities, that their circumstances do not deny them their Constitutional right to basic education; and that resources are progressively allocated in favour of the poor. In the next five years, the main thrust of our interventions will focus on consolidating the successes of the past ten years and strengthening areas that require accelerated intervention.

Areas that require strengthening have been identified in both the national and provincial spheres of government, as well as within the education sector. The Medium Term Strategic Framework (MTSF) to guide government's programme in the electoral mandate period of 2004 to 2009 identifies the critical development challenges facing government as we move into the second decade of our democracy. The MTSF document is premised on the people's contract and the core objectives of increasing employment and reducing poverty and provides a firm foundation on which the provincial priorities and the responses of the Department of Education thereof.

The Provincial Growth and Development Strategy (PGDS) outlines the priorities for the province that address the social and economic development needs of the province, and is meant to drive the departmental strategic plans. In summary, the PGDS identifies the following priorities:

- Strengthening governance and service delivery;
- Integrating investment in community infrastructure;
- Sustainable economic development and job creation;

- Developing human capability;
- Developing a comprehensive response to HIV and AIDS; and
- Fighting poverty and protecting vulnerable groups in society.

The Provincial Executive Authority has also outlined, in very specific terms, the focus areas of the provincial Department of Education for 2004 to 2009. In summary, the commitments of the Department of Education for the next five years are:

- Develop a culture of learning and teaching at schools and deliver quality education;
- Improve matriculation results through matric intervention programmes.
- Focus on Early Childhood Development and Adult Basic Education and Training;
- Implement HIV/AIDS awareness and intervention programmes in schools; and
- Repair and Maintenance of School Buildings.

The focus areas will be dealt with while we address focus areas of arising from national education priorities. Underpinning the national priorities is the need to develop and deliver quality public education that will prepare all learners for the 21st century. These priorities are:

- Dealing with poverty
- Focus on skills development
- Quality improvement
- Health and Education
- Institutional development

Therefore our vision is of a literate and skilled society capable of benefiting from participating in all democratic processes and contributing to the development and growth of the people of KwaZulu-Natal. We will achieve the vision by providing opportunities for all our people to access quality education that will improve their position and contribute to the advancement of democratic values in the province.

INSTITUTIONAL CAPACITY

The development of the capacity of all institutions in the province will be at the top of the agenda of the next five years at all levels of the system to enable us to deliver on all the priorities. The sheer size of the education system in the province requires massive capacity at head office as well as at regional and district offices to manage the system. There will be effective human resource management, financial management and procurement systems, based on the tenets of good governance, across the system, and we will deal decisively with elements of fraud and

corruption. The Department is responsible for a budget of R billion, and it is important that proper accounting systems exist to ensure that the resources allocated to the Department are used efficiently and effectively.

We will also improve our planning capacity to improve the allocation and efficient use of resources. We will improve our Education Management Information Systems and our systems for infrastructure planning. We will also ensure that our procurement systems and procedures at all levels support Small, Medium and Micro Enterprises (SMMEs) and that government's principle of supporting Black Economic Empowerment (BEE) is also supported by the Department.

At school level, the Department will ensure that School Governing Bodies (SGB) are given the necessary support to enable them to deliver on their mandate. A number of training programmes for both the SGBs and School Management Teams will be implemented and it is crucial that the Department establishes mechanisms of ensuring that such programmes yield the desired results and do not become a target for corruption. In the next five years, we will ensure that schools whose budgets are managed by the Department, receive the necessary training and support to begin to manage their own budgets. District development programmes will be implemented to ensure that schools of focused learning are equipped and empowered to deliver in terms of their purpose.

The centrality of Further Education and Training (FET) Colleges in developing human resources necessary for the growth of the economy of the province requires us to prioritise the recapitalisation of the institutions. The Department of Education will ensure that these institutions are prioritised, and that they are given the necessary capacity to enable them to be more responsive to the needs of the province in terms of human resources. The programme based funding policy framework will be implemented to ensure that FET colleges are indeed addressing the critical skills areas for the niche economic sectors of the provinces. The Provincial Growth and Development Strategy will form the basis of the determination of the programmes that will be provided by these institutions.

QUALITY IN EDUCATION

While the Constitution grants every citizen of this country inalienable rights to basic education, the Department of Education underscores the importance of ensuring that those

rights extend to a quality education for all. The critical levers for achieving quality in education that we will use include the following:

- Teachers are arguably the most critical resources in improving the quality of teaching and learning. The Department will therefore accelerate teacher development programmes to improve their capacity to deliver the curriculum.
- The curriculum is another key instrument for achieving quality in education. The introduction of the Outcomes Based Education in Grades 10 to 12 that will start in 2006 puts additional pressure on the capacity of the system to train teachers. The Department will work with the national Department of Education and institutions of higher education to ensure that our teachers are thoroughly prepared to deal with the new curriculum. There will be an adequate supply of proper resources for learning, including quality learner support material.
- We will improve participation and success rates in Mathematics, Science Education and Technology (MSET) by strengthening current interventions in these subjects. These initiatives will be implemented in an equitable manner to ensure that all learners have access to a quality provision of these subjects. Mathematics, Science and Technology teachers will receive priority in a bid to ensure equitable access to quality education for all learners. The inclusion of Numeracy and Mathematical Literacy in the curriculum as compulsory subject will also go a long way towards building a cadre of learners that would fill the shortage of scientist and researchers in the country.
- Through the provision of properly instituted Early Childhood Development (ECD) programmes we will lay a firm foundation for our children to ensure that they on a path of high achievement in their future learning. Children should have equal access to opportunities for participating in ECD and the Department will work with the Department of Social Welfare and Population Development to achieve this.
- We will implement the Integrated Quality Management System (IQMS). This will entail the three components of IQMS - Development Appraisal, Performance Measurement and Whole School Evaluation – which collectively address monitoring performance and addressing problem areas in a developmental way.

- The Information and Communication Technologies present a number of opportunities for improving the quality of teaching and learning. We will progressively implement the E-education White Paper while ensuring that the availability of ICTs in schools does not further perpetuate the inequalities between the rich and the poor.

ACCESS, EQUITY, AND REDRESS

While significant progress has been made in putting in place the legislative and policy frameworks to ensure that the poor and the vulnerable are not denied their right to basic education due to inability to pay fees, the reality is that some children continue to be victimised at schools for not having the correct uniform, books or because they are unable to pay school fees.

We have worked hard in determining the basic minimum package in the past year that schools require in order to ensure that learners who do not have the capacity to pay school fees, are able to attend school without paying. Essentially, this means a certain percentage of schools in the poorest communities will be given sufficient resources so that they do not charge fees. This is a mission that requires massive resources from government and can only be implemented progressively over a long period of time.

We will also work closely with the Department of Social Welfare and Population Development in aligning government support to vulnerable communities to maximise the impact of social grants. A major task in this area will drive towards putting in place mechanisms that will automatically exempt learners who are from homes that are receiving social grants from paying school fees. Currently, schools conduct means testing to determine whether a learner qualifies for an exemption. On the same token, the Department of Social Welfare and Population Development conducts means testing for social grants such as the Child Support Grants. In poor communities, the same grant is used to pay school fees. This tendency has to stop and our Department will ensure that this becomes a priority for the next five years. We will also ensure that there is close collaboration between the two Departments on expanding the provision of Early Childhood Development (ECD).

There will be a well co-ordinated and efficiently managed nutrition programme that ensures that learners in the poorest schools are provided one balanced meal a day. There are a number of vulnerable children – orphaned children, children from rural areas and informal settlements - that go through the day without a meal, while their counterparts in less poor communities begin the

day with well balanced meals. Such inequalities extend to the classroom and affect learner performance. The nutrition programme is therefore more than a feeding scheme, it is only a means for supporting teaching and learning, and seeks to improve concentration levels of learners participating in the programme. We will increase the reach of the programme beyond the current pool that was transferred from the Department of Health.

A special focus on children in rural areas is also on the agenda for the next five years in an attempt to ensure that learners in rural areas are not denied access to education due to their circumstances. The national Department of Education has recently finalised a study that explores various mechanisms of improving access to education in rural areas. We will examine the options that we have and ensure that there is visible improvement in the conditions of schools in rural areas, and that learners are assisted in the long distances that they have to walk to access schools.

Learners with special educational needs (LSEN) will also receive particular attention. The Department will provide appropriate relevant quality education and ensure that schools catering for learners with special educational needs have appropriately qualified teachers in all areas in the Province.

We will continue the fight against illiteracy in the Province. National initiatives will be supported with provincial ones and we will work with civil society and non-governmental organisations in ensuring that, in the long term, we systematically rid our province of adult illiteracy. Adult Basic Education and Training programmes that are being implemented will be strengthened and the Department will work with regional offices of the Department of Labour and SETAs to ensure that specific skills development programmes for adult learners are relevant to their needs as well as the needs of the economy.

HEALTH AND SAFETY

The department will ensure that all learners have equal access to institutions of learning: “the doors of learning shall be opened to all learners.” All our institutions will offer safe and healthy environment for learning and teaching.

It will be an important priority to ensure adequate provision of schools, colleges and classrooms, thereby eliminating dangerous schools and classes under trees, as well as ensuring that all our schools have adequate fencing and security arrangement.

There will be education and awareness of HIV/AIDS campaign through curriculum integration and through learner support materials, targeting 70% for foundation phase and starting at Grade 10 for Further Education and Training in 2005. The programme of HIV/ AIDS Life skills will be driven in all Regions and Districts on the basis of well set out business plans targeting educators of every grade and learners to be trained as peer educators.

SKILLS DEVELOPMENT

Our Provincial Growth and Development Strategy clearly spells out the niche economic sectors for the province that demonstrate a huge growth potential. It is important that the Department of Education ensures that those sectors have sufficient supply of human resources. The FET Colleges are central to this task, and the recapitalisation programme will be implemented in a manner that enables the colleges to be more responsive to such demands.

FET Colleges have been working very hard since their amalgamation to develop business plans and prepare themselves for responding to the needs of the country. There have been numerous resource and funding constraints that have threatened the progress that the Colleges are making. During the next five years, we will ensure that all Colleges in the province are provided the infrastructure that they need to be more responsive to their niche economic sectors. Stronger collaboration between the regional offices of the Department of Labour, SETAs as representatives of industry and the Department of Education is critical in ensuring that the programme mix provided by these Colleges enables the graduates entry into the labour market while providing a sound basis for further learning. Programmes that are a dead end should not be encouraged. We will ensure that the recognition of prior learning (RPL) moves from being a principle to a tool that actually works for our people and we will; also ensure that the portability of learning achievement is realised.

CONCLUSION

I am presenting this policy statement to the children, parents, teachers and all citizens of this Province as an indication of the commitment of the Department of Education in the next five years. The Premier, in his first State of the Province Address in May 2004, alerted the people of KwaZulu-Natal to arrival of a moment when the “door opens and lets in the future”. None of the intentions will be achieved without the support of school communities in various constructive ways. In issuing the five-year Strategic Plan for the Department, we invite all

education stakeholders to measure our delivery on the issues addressed in this plan. We also call upon business, NGOs and civil society to join us in our quest for a literate and skilled society capable of benefiting from participating in all democratic processes and contributing to the development and growth of the people of KwaZulu-Natal.

Ms C.M. Cronje

Hon. MEC: KZN DEPARTMENT OF EDUCATION

2. VISION AND MISSION OF THE DEPARTMENT OF EDUCATION

VISION

Our vision is that of a literate and skilled 21st century society capable of benefiting from participating in all democratic processes and contributing to the development and growth of the people of KwaZulu-Natal.

MISSION

To provide opportunities for all our people to access quality education which will improve their position and contribute to the advancement of democratic values in KwaZulu Natal.

VALUES

The KwaZulu Natal Department of education adheres to the following values:

Professionalism

Instilling an ethos of professionalism and commitment in the manner in which we function in learning institutions and offices towards learners, colleagues, parents and other stakeholders.

Caring

Making the people we serve come first in performing our duties and displaying practices of compassion, kindness, altruism and respect.

Empathy

Understanding the needs of each individual, the physically challenged, family and communities to which we are accountable.

Teamwork

Cooperating with one another and with our partners in education in an open and transparent and supportive way to achieve shared goals

Honesty

Exercising discretionary powers in accordance with the principles of natural justice and transparency in our dealings and reports.

Integrity

Ensuring consistent and sound policies, procedures and service to the people

Fairness

Facilitating redress, equity, equality and freedom from discrimination and harassment in the workplace and in services we provide.

3. SECTORAL SITUATION ANALYSIS**3.1 SUMMARY OF SERVICE DELIVERY ENVIRONMENT AND CHALLENGES**

The Department of Works is the landlord responsible for developing and maintaining most of the properties occupied by the Department. At present, 32% of all schools are judged to be in a physically poor condition. Further to this, there is a classroom backlog of some 14 667 which at present rate of construction, will only be made up in 9 years. Many schools are without basic utilities. This poses a critical challenge for the Department to achieve the set objectives.

The Department of Education faces several risks should high levels of service delivery not be achieved, the most damaging of which could be court action by dissatisfied communities who

believe they are not receiving the levels of education service for which the Constitution provides.

The Department faces a particularly challenging task due to the scale of its operations and the remoteness of many rural schools. In provisioning for schools, a range of legislation must be complied with including the PFMA, Preferential Procurement Act and the SA Schools Act. Of great significance is the distinction between Section 20 and 21 schools, with Section 20 schools being reliant on the Department for procurement and management of their budgets. Schools are also obliged to follow the Hierarchy of Needs, which prescribes the order in which fund allocations must be utilised.

In reviewing service delivery to schools, the goal is to ensure that schools have adequate supplies at the beginning of the academic year and also throughout the year. In many cases (particularly with respect to stationery and text books) the goal is not fully achieved, often due to problems with effective implementation of the procurement process (including tendering and other aspects). These include procurement processes that run late; proper interpretation of legislation; poor delivery by service providers and litigation.

Electronic equipment that would generally be used in a school poses a particular challenge due to the absence of basic infrastructure that precludes the ordering and use of computers, science kits, etc. in schools in remote areas, this has a serious effect on the quality of education that the Department is able to provide.

The Provincial Education Development Unit was established as a strategic intervention to facilitate and integrate projects funded from extra-budgetary sources. Significant work has been done to develop a database that has assisted in highlighting development needs. A number of projects such as RAIN (Resources and Information Network) have been successful in delivering support materials into classrooms. Other initiatives such as ICT (Information Communication Technologies) are dependent on basic infrastructure being in place first.

3.2 SUMMARY OF ORGANISATIONAL ENVIRONMENT AND CHALLENGES

The Department has functioned with skeleton staff for a number of years, especially at the senior management level. The greatest challenge that the Department faces is to build capacity mainly by filling in vacant posts. The Department is currently re-structuring with a view to improve on efficiency and effectiveness. This will require the alignment of the human resource strategy with the Department's strategic objectives. Because of the legacy of the past, the Department faces a challenge to build, deploy and sustain programmes that enhance and measure human resource capabilities to meet the current and future requirements of the Department and the needs of employees.

Another challenge is to develop a system to reduce the impact of HIV and AIDS on educators and to counter the knock-on effects of teacher casualties on the effectiveness of education and training system. This will include the creation of systems to track the impact of HIV and AIDS so that proper and timely projections can be made. Coupled with this is the need to timeously identify those incapacitated by this pandemic and counsel them out of the Department smoothly.

Broadly, on the service delivery side, the Department identified four main challenges:

- To continuously improve the efficiency of education delivery
- Enhance district leadership, management and quality assurance
- To render effective and efficient support to schools and teachers, and
- To be more responsive to the needs and expectations of communities.

4. LEGISLATIVE AND OTHER MANDATES

The post apartheid era from 1994 to the present has been marked by the passing of legislation and policies directed at creating a framework for transformation in education. The transformation of education emphasizes the right of all to quality education. This implies redress of the discriminatory, unbalanced and inequitable distribution of education services of

the racist order, and to develop a world-class education system suitable to meet the challenges of the 21st century.

CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA, ACT NO. 108 OF 1996

The Constitution of the RSA (1996) guarantees equal access to basic education, including Adult Basic Education and Training (ABET). This requires that education be transformed so that it reflects the values of human dignity, equality, human rights and freedom, non-racism and non-sexism.

PUBLIC SERVICE ACT, 103 OF 1994

The Public Service Act [1994] empowers the Executing Authority to:

- Develop a strategic plan for his / her department (PSR 1/111/B)
- Develop a service delivery improvement programme (PSR 1/111/C)
- Develop a human resource plan (PSR 1/ 111/ D)
- Publish an annual report to the legislature, the media and public (PSR 1 / 11/J)

NATIONAL EDUCATION POLICY ACT (NEPA), (ACT NO.27 OF 1996)

The National Education Policy Act (NEPA) was designed for the purpose of enabling the Minister to formulate education policies as well as for spelling out his/her legislative and monitoring responsibilities. The Act provides for the crafting of policies for general and further education and training covering areas such as curriculum, assessment, language policy, ABET, ECD, Inclusive Education, Teacher development, as well as quality assurance. The Act also formalizes relations between National and Provincial Authorities.

SOUTH AFRICAN SCHOOL ACT (SASA), Act No.84 of 1996

The South African Schools Act promotes access, quality, redress and equity as well as democratic governance in the schooling system. The Act further guarantees the right of access to quality education and makes education compulsory for all children from 7 to 14 years of age. It also provides for the election of democratic school governing bodies in all public schools. The Act seeks to do redress and effectively target poverty through school funding norms.

FURTHER EDUCATION AND TRAINING (FET), ACT No. 98 of 1998

The FET Act provides a framework for the establishment of a Further Education and Training system made up of secondary schools and FET Colleges. The Act provides that there

should be a system of programme-based funding and a national curriculum for teaching and learning.

EMPLOYMENT OF EDUCATORS, ACT No.76 of 1998

The Employment of Educators Act regulates the employment of educators, including their professional, moral and ethical responsibilities. It also looks at the educators' conditions of service.

SOUTH AFRICAN COUNCIL FOR EDUCATORS (SACE) ACT 2000

SACE Act provides for the governance of the professional teaching force by one professional council.

ADULT BASIC EDUCATION AND TRAINING ACT, 2000

The ABET Act enables the establishment of public and private ABET centres, provides for ABET funding, governance of the public centres and quality assurance mechanisms.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA) ACT, 1995

The SAQA Act provides for the establishment of a National Qualifications Framework (NQF). The NQF creates a system, which makes it possible to integrate education, and training at all levels and thereby enhances the full exploitation and development of the potential of both young and adult learners.

NATIONAL POLICY ON HIV/AIDS FOR LEARNERS AND EDUCATORS IN PUBLIC SCHOOLS AND STUDENTS AND EDUCATORS IN FET INSTITUTIONS (1999)

This policy flows from the National Education Policy Act (1996) and provides for the implementation of measures to prevent and combat HIV/AIDS in the system. It also forbids any form of discrimination against learners or educators with HIV/AIDS.

EDUCATION WHITE PAPER 5 ON EARLY CHILDHOOD DEVELOPMENT (2000)

Education White Paper 5 on ECD provides for the full participation of 5-year olds in Grade R education by 2010. It also focuses on the need for improvement in the quality of programmes, as well as in curricula and teacher development for 4 year-olds and 6 to 9 year olds.

EDUCATION WHITE PAPER 6 ON INCLUSIVE EDUCATION (2001)

Education White Paper 6 provides a framework for the implementation of Inclusive Education in the education system from 2001 to 2020. The policy seeks to reduce barriers to learning and development and to meet the needs of vulnerable learners is maximized at all levels.

REVISED NATIONAL CURRICULUM STATEMENT (RNCS), 2002

RNCS is outcomes-based. Outcomes-based Education strives to enable all learners to achieve to their optimum ability. This involves the setting of outcomes to be achieved at the end of the learning process. The system encourages a learning process. The system encourages a learner-centred approach to education. The Revised National Curriculum Statement provides a learning milieu for the General Education and Training (GET) hand seeking to achieve the critical and development outcomes, which are inspired by the Constitution of South Africa.

Other pieces of legislation which have a bearing on the operations of the Department are, among others:-

Labour Relations Act, 1999

Employment Equity Act, 1999

Public Finance Management Act, 1999

Preferential Procurement Framework Act, 2000 and the KwaZulu Natal Preferential Procurement Act, 2001

5. STRATEGIC GOALS, BROAD PRIORITIES AND STRATEGIC OBJECTIVES

STRATEGIC GOALS
1: Provide high quality, relevant education to all learners, regardless of age, which will equip them with knowledge, skills, values and attitudes to meet the challenges of the 21 st century
2: Transform the Department into a leading department focused on results, high performance and quality service delivery.
3: Transform schools and colleges into self-reliant and effective learning institutions that are also community centres for life long learning

4: Develop the professional qualities of our Department's people.

5: Provide and utilise resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions.

6: Deal urgently and purposefully with the HIV and AIDS pandemic and other health and social threats/hazards.

7. LINKING STRATEGIC OBJECTIVES TO THE DEPARTMENT'S BROAD PRIORITIES

STRATEGIC OBJECTIVES	BROAD PRIORITIES
<p>1. To develop an effective and comprehensive human resource management system that enables the Department to meet its goals.</p> <p>2. To improve the quality education management across all levels and the quality of school governance</p> <p>3. To promote safety in schools</p> <p>4. To enhance gender equity in the provincial education system</p> <p>5. To develop and maintain education management information systems to facilitate decision-making</p> <p>6. To facilitate research and investigations to support strategic planning and all decision-making processes in the Department and to effectively manage risk</p> <p>7 .To improve the performance of the education system at all levels.</p>	<ul style="list-style-type: none"> • Quality and Equity • Skills Development • Quality and Equity • Institutional Capacity • Health and Safety • Quality and Equity • Institutional Capacity • Quality and Equity • Quality and Equity • Institutional Capacity

<p>8. To enhance and improve the professional status and morale of teachers</p> <p>9. To develop a fully qualified cadre of teachers and facilitate their personal growth and professional development.</p> <p>10. To ensure effective teacher preparation for the implementation of the Revised National Curriculum</p> <p>11. To ensure holistic implementation of inclusive education by increasing access to quality education for all learners, particularly vulnerable learners</p> <p>12. To co-ordinate and support structured integration of Life Skills and HIV and AIDS education in the school curriculum</p> <p>13. To ensure that schools are well resourced in accordance with the provincial School Library policy.</p> <p>14 To provide nutritious food for vulnerable learners to strengthen learner achievements</p>	<ul style="list-style-type: none"> • Skills Development • Skills Development • Skills Development • Quality and Equity • Health and Safety • Institutional Capacity • Dealing with Poverty
<p>15. To ensure timely delivery of Learner and Teacher Support Materials (LTSM) to facilitate access to quality education.</p> <p>16. To ensure access to appropriate teacher and learner support services</p> <p>17. To ensure that the system is fully prepared for the implementation of the FET curriculum in.</p>	<ul style="list-style-type: none"> • Quality and Equity • Quality and Equity • Institutional Capacity

<p>18. To ensure equity in the delivery of quality education through a transformed curriculum and institutions</p> <p>19. To enrich quality of teaching and learning programmes through the use of Maths and Science, Language, and ICT Strategies</p> <p>20. To provide financial subsidies to independent schools in line with national policy</p> <p>21. To provide for and strengthen special schools within the Inclusive Education framework</p> <p>22. To build and maintain the capacity of FET Colleges to deliver on their mandate while consolidating the mergers.</p> <p>23. To align college curriculum programmes with National and Provincial priorities in terms of the NSD Strategy, the PGD Strategy, Provincial Implementation Plans, Presidential and Provincial Premier Priorities and other relevant references.</p> <p>24. To increase access to FET college programmes for youth and adult learners</p> <p>25. To integrate and implement the recapitalisation programme for colleges</p> <p>26. To provide for all the essential resource requirements of the institutions.</p>	<ul style="list-style-type: none"> • Quality and Equity • Quality and Equity • Institutional Capacity • Institutional Capacity • Institutional Capacity • Skills Development • Quality and Equity • Institutional Capacity • Institutional Capacity
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<p>27. To consolidate citizen's (adults in particular) rights of access to quality basic education and training with particular focus on redress and equity.</p> <p>28. To integrate relevant skills development programmes within ABET programmes for poverty alleviation and sustainable livelihoods.</p> <p>29. To provide quality early childhood education, targeting poor and underprivileged areas thereby correcting the imbalances of the past.</p> <p>30. To equip Grade R educators with relevant skills necessary for the holistic development of young learners.</p> <p>31. To effectively deal with infrastructure backlogs</p> <p>32. To introduce and implement Common Assessment and examination systems</p>	<ul style="list-style-type: none"> • Quality and Equity • Dealing with Poverty • Quality and Equity • Skills Development • Health and Safety • Quality and Equity
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6. ACHIEVEMENT OF THE IDENTIFIED PRIORITIES

The five broad priorities determined by the MEC for the period 2005-2010 are linked to the priorities determined by the national Minister, those emanating from the Provincial Growth and Development Strategy as well as to the Financial programme structure of the Department as follows:

DoE	PGDS	KZNDoe	PROGRAMME
1. Dealing with poverty	Fighting poverty and protecting vulnerable groups in society	Dealing with poverty	<ul style="list-style-type: none"> • Administration • Public Ordinary School Education • Public Special School Education • Further Education and Training • Adult Basic Education and Training • Early Childhood Development
2. Focus on skills development	Developing human capability	Skills development	<ul style="list-style-type: none"> • Administration • Public Ordinary School Education • Public Special School Education • Further Education and Training • Adult Basic Education and Training • Early Childhood Development
3. Quality improvement	Integrating investments in community infrastructure Developing human capability	Quality and Equity	<ul style="list-style-type: none"> • Administration • Public Ordinary School Education • Public Special School Education • Further Education and Training

			<ul style="list-style-type: none"> • Adult Basic Education and Training • Early Childhood Development • Auxiliary services
4. Health and Education	Developing a comprehensive response to HIV/AIDS	Health and Safety	<ul style="list-style-type: none"> • Administration • Public Ordinary School Education • Independent schools • Public Special School Education • Further Education and Training • Adult Basic Education and Training • Early Childhood Development
5. Institutional development	Strengthening governance and service delivery	Institutional capacity	<ul style="list-style-type: none"> • Administration • Public Ordinary School Education • Public Special School Education • Further Education and Training • Adult Basic Education and Training • Early Childhood Development • Auxiliary services

PART B

7. PROGRAMME OUTLINE AND PROGRAMME PLANS

The Department aims to achieve the set objectives within the 8 programmes as follows:

Programme 1: The objective of this program is to provide overall management of the education system in accordance with the National Education Policy, Public Finance Management Act and other policies. Measurable objectives will include looking at the population of compulsory school going age and the availability of Further Education and Training to youth and adults above the compulsory school going age. During the course of the year the success will be measured by the percentage of the population of compulsory education age attending school, literacy rate, etc.

Programme 2: Takes the bulk of the budget for the Department, as the objective is to provide public ordinary education from grade 1 to 12 in accordance with the South African Schools Act. The major activity is to ensure timeous and adequate provision of human, financial and physical (LSM) resources to schools. Critical for this program is the monitoring and management of the Budget in the light of the continuous challenges associated with the provision of teachers in line with learner: educator ratio that is agreed upon by all the stakeholders, especially the labour unions. The continuous need to provide substitute educators exert more pressure on the limited budget for this program.

Programme 3: Independent schools are private institutions that provide education in line with national policies. They are established and owned by private individuals and bodies. Through the Independent School Association the Department ensures that communications takes place for these institutions to understand Government expectations. Aims at providing financial support to independent schools in accordance with the South African Schools Act. The progress made in this program will be measured by the average real subsidy per learner and also the percentage of independent school learners receiving a state subsidy. The achievement of this objective is to a greater extent depended on the available budget.

Programme 4: Providing public special schools with resources, like independent schools, the improvement in this program is much depended on the resources that are available, the major activity being the provision of accommodation for LSEN learners.

Programme 5: Implementing Further Education and Training Act by mostly providing FET colleges with resources. The biggest challenge in this program is to increase participation by historically disadvantaged groups in public FET institutions. This will require the Department to engage in aggressive marketing strategies and to establish funds to assist the marginalised students. The progress on this program will be measured by the percentage of the marginalised students participating in further education and training.

Programme 6: Provides Adult Basic Education and Training, mostly by providing ABET sites with resources. The challenge is to ensure that the existing ABET centres are fully operational and depending on the needs of the specific communities to establish new centres. The progress will be monitored utilising the percentage of illiterate adults in the Province.

Programme 7: Deals with early childhood development at the Grade R and earlier levels, this requires the establishment of new sites and supporting the existing grade R sites.

Programme 8: Provides support for other programmes including Examinations, Transport, Planning, Advisory Services and Human Resource Development.

FIVE-YEAR PERFORMANCE PLAN

4.1 PROGRAMME 1: ADMINISTRATION

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
To develop an effective and comprehensive human resource management system that enables the Department to meet its goals.	A Workplace Skills Plan for the year 2006/7 is developed, informed by a skills audit conducted the previous year.	A Workplace Skills Plan for the year 2006/7 is developed, informed by a skills audit conducted the previous year. Managers and support staff provided with competency based intervention programmes as per skills audit. Bursaries offered based on Dept planned priorities and transformation initiatives.	A Workplace Skills Plan for the year 2007/8 is developed, informed by a skills audit conducted the previous year. Implementation of intervention programmes monitored and the Annual Training Report submitted.	A Workplace Skills Plan for the year 2008/9 is developed, informed by a skills audit conducted the previous year. Implementation of intervention programmes monitored and the Annual Training Report submitted.	A Workplace Skills Plan for the year 2009/10 is developed, informed by a skills audit conducted the previous year. Implementation of intervention programmes monitored and the Annual Training Report submitted.
To improve the quality education management across all levels and the quality of school governance.	Research on the understanding of SGB roles in relation to schools conducted.	Pamphlets developed, printed and distributed to schools and community centres to improve community's and SGB's understanding of their roles and responsibilities.	Induction of newly elected SGBs members conducted throughout the province.	A sample-based quality control check is conducted to assess the effectiveness of the distributed pamphlets.	RCLs and SGB's monitored and supported.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
	<p>Plan in place for the development and training of School Governing Bodies, enhanced by the findings of the research.</p> <p>Education management manuals distributed to schools.</p> <p>A management development programme developed based on a district audit.</p>	<p>Representative Councils of Learners (RCL) formed in all schools.</p> <p>School management Teams [SMT] trained on critical aspects of management</p> <p>Phased implementation of the district management development programme</p>	<p>RCLs and trained on their roles and responsibilities in school governance</p> <p>SMT's monitored and supported</p> <p>An assessment of the effectiveness of the management development programme is conducted.</p>	<p>A sample-based assessment of the level of involvement of RCLs in school governance is conducted.</p> <p>Performance of SMT's evaluated</p> <p>Districts and circuits monitored and supported</p>	<p>Revised training manuals and strategies available</p>
To promote safety in schools	All schools assisted to develop school safety plans	School safety plans implemented	Implementation of safety plans monitored and supported	Implementation evaluated	Implementation reviewed and improvements made.
To enhance gender equity in the provincial education system	Policy and structures established to deal with gender issues	Legislation and policies on gender equity workshopped	Gender equity reviewed in the curriculum and appointments	Impact of gender equity policies evaluated	Focused gender responsive programmes implemented
To develop and maintain education management information systems to facilitate decision-making	Strategy for full implementation of EMIS is approved and implemented	Effective EMIS system is in place at all organisational levels			

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
To facilitate research and investigations to support strategic planning and all decision-making processes in the Department and to effectively manage risk	<p>A plan identifying issues requiring research/investigations developed</p> <p>A detailed special investigations and risk management strategy produced</p>	<p>Research conducted into strategic policy and core business issues</p> <p>Strategy implemented</p>	<p>Additional focus on core business issues</p> <p>Strategy monitored and evaluated</p>	<p>Further studies on policy impact evaluation</p>	<p>Increased focus on psycho-social issues</p>
To improve the performance of the education system at all levels.	<p>Intermediate Phase systemic evaluation report disseminated and intervention strategy developed</p> <p>Learner assessment instruments developed in preparation for the systemic evaluation pilot study at the Senior Phase (Grade 9).</p> <p>External evaluation of sampled schools conducted, and school, districts and regional reports compiled.</p>	<p>Intervention strategy for the Intermediate Phase implemented</p> <p>Assessment of the performance of the education system in the Senior Phase (Grade 9) conducted.</p> <p>School Improvement Plans and district improvement plans developed monitored and evaluated.</p>	<p>Effectiveness of the intervention strategy monitored and the findings are used to modify the strategy.</p> <p>Senior Phase (grade 9) disseminated and intervention strategies discussed with relevant structures and functionaries.</p> <p>Provincial integrated Improvement Plans for all phases developed based on baseline studies already conducted.</p>	<p>Review plans generated to inform policy development.</p> <p>Development and implementation of intervention strategies for the Senior Phase informed by baseline study.</p> <p>Further external evaluation conducted and provincial report compiled</p>	<p>Provincial Improvement Plans for all phases based on the baseline studies already conducted.</p> <p>Provincial improvement plan [for all phases] implemented, monitored and supported.</p> <p>Provincial report disseminated to inform support strategies and policy review.</p>
To enhance and improve the professional status and morale of teachers	<p>Strategy for intensive campaign on the status and profiling of teaching profession in place.</p>	<p>Strategy for improvement of status, morale and profiling implemented</p> <p>Induction and orientation</p>	<p>Strategy for improvement of status, morale and profiling reviewed and evaluated.</p> <p>Revised induction and</p>	<p>Revised strategy for improvement of status, morale and profiling implemented</p>	<p>Strategy for improvement of status, morale and profiling monitored.</p>

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
	<p>Induction and orientation programme for newly qualified teachers implemented.</p> <p>Programme to increase number of trainees entering education system implemented.</p>	<p>program for newly qualified teachers reviewed and re-evaluated.</p> <p>Teacher development strategy communicated to teachers and Higher Education Institutions.</p> <p>Bursaries allocated for teacher development increase by 15%</p>	<p>orientation program for newly qualified teachers implemented.</p> <p>Teacher development strategy implemented on phased basis.</p> <p>Bursaries allocated for teacher development increased by 20%</p>	<p>Teacher development strategy fully implemented.</p> <p>Bursaries allocated for teacher development increase by 30%</p>	<p>Teacher development strategy evaluated reviewed.</p> <p>Bursaries allocated for teacher development increase by 30%</p>
<p>To develop a fully qualified cadre of teachers and facilitate their personal growth and professional development.</p>	<p>Educators are assisted in developing their Personal Growth Plans (PGP).</p> <p>Personal Development Practice (PDP) master trainers train 60% of educators on 1st and 2nd phase of the PDP programmes.</p> <p>Implementation of the National Professional Diploma in Education monitored and supported for upgrading at</p>	<p>Professional development programmes are set up so that 30% of educators shall have been developed.</p> <p>PDP master trainers train 40% of educators on 1st & 2nd phase PDP programme. Assessment & Evaluation of educators' reflective practice begins.</p> <p>Implementation of the National Professional Diploma in Education monitored and supported for</p>	<p>Intervention strategies to improve school and individual performance implemented</p> <p>PDP master trainers continue the assessment & evaluation of educators on reflective practice. Educators' portfolios are approved as an official record.</p> <p>Implementation of the National Professional Diploma in Education monitored and</p>	<p>Increased number of educators qualifying for pay progression</p> <p>PDP master trainers complete the assessment & evaluation of educators on reflective practice. Educators' portfolios are approved as an official record.</p> <p>Implementation of the Advanced Certificates in Education and similar</p>	<p>Increased number of educators qualifying for incentives and rewards.</p> <p>PDP master trainers complete the assessment & evaluation of educators on reflective practice. Educators' portfolios are approved as an official record.</p> <p>Implementation of the Advanced Certificates in Education and similar advanced certificates</p>

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
	RQEV 13 – 30% coverage	upgrading RQEV 13 – 60% coverage	supported for upgrading RQEV 13 – 100% coverage	advanced certificates upgrading RQEV 14 – 30% coverage	supported for upgrading RQEV 14 – 30% coverage
To ensure effective teacher preparation for the implementation of the Revised National Curriculum	Grade 7 Senior Phase teachers orientated for the implementation of the RNCS Monitor, evaluate and support Intermediate Phase implementation of the RNCS	Grade 8 Senior Phase teachers orientated for the implementation of the RNCS Monitor, evaluate and support Grade 7 implementation of the RNCS	Grade 9 Senior Phase teachers orientated for the implementation of the RNCS Monitor, evaluate and support Grade 8 implementation of the RNCS	Grade 9 Senior Phase teachers orientated for the implementation of the RNCS Monitor, evaluate and support Grade 8 implementation of the RNCS	Support educators in Grades 1-9 in the implementation of the RNCS Monitor, evaluate and support Grade 9 implementation of the RNCS
To ensure holistic implementation of inclusive education by increasing access to quality education for all learners, particularly vulnerable learners	Infrastructure Needs analysis conducted and a report compiled in schools in phase 1 and 2 of the implementation of Inclusive Education. Grade 10-12 guidance and career counseling programmes implemented and monitored	Inclusive Education roll-out plan developed based on the results of the field test Grade 11-12 guidance and career counseling programmes implemented and monitored	Schools in the first phase of implementation of Inclusive Education identified and supported Grade 12 guidance and career counseling programmes implemented and monitored	Schools in the second phase of implementation of Inclusive Education identified and supported Guidance and counseling programmes to support vulnerable learners in grades 10-12 developed and implemented	Support programmes of schools in the first and second phase of Inclusive Education implementation monitored, evaluated and supported Implementation of guidance and counseling programmes to support vulnerable learners in grades 10-12 monitored evaluated and supported
To co-ordinate and support structured integration of Life Skills and HIV and AIDS education in the school	Life Skills HIV and AIDS programme integrated into the curriculum in the Foundation Phase	Life Skills HIV and AIDS programme integrated into the curriculum in Intermediate Phases	Life Skills HIV and AIDS programme integrated into the curriculum in Grade 7, 8 and 9	Life Skills HIV and AIDS programme integrated into the curriculum in Grade 10,11 and 12	Implementation of lifeskills from Grade 1 – 12 fully evaluated

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
curriculum					
To ensure that schools are well resourced in accordance with the provincial School Library policy.	1000 schools with an enrolment of 0-200 are fully resourced to establish functional school libraries.	1000 schools with an enrolment of 201-499 are fully resourced to establish functional school libraries	1000 schools with an enrolment of 500-999 are fully resourced to establish functional school libraries	1000 schools with an enrolment of 1000+ are fully resourced to establish functional school libraries	The remainder of the outstanding schools are fully resourced to establish functional school libraries
To provide nutritious food for vulnerable learners to strengthen learner achievements	Nutrition programme implemented in all schools in Decile 1 [representing the poorest schools] and SMMEs, and CBOs accommodated as a poverty alleviation initiative	Learners from Decile 2 schools added to the programme	Learners from Decile 3 and 4 schools added to the programme	Nutrition programme extended to schools in Deciles 5 and 6	

4.2 PROGRAMME 2: PUBLIC ORDINARY SCHOOLS

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
To ensure timely delivery of Learner and Teacher Support Materials (LTSM) to facilitate access to quality education.	LTSM material delivered to schools by the last quarter of the school year	LTSM material delivered to schools by the last quarter of the school year	LTSM material delivered to schools by the last quarter of the school year	LTSM material delivered to schools by the last quarter of the school year	LTSM material delivered to schools by the last quarter of the school year
To ensure access to appropriate teacher and learner support services	<p>Teacher and learner support teams established and strengthened at districts and schools</p> <p>Norms and specifications for specialist support services such as subject advisors; educator librarians; school counsellors; remedial teachers and ordinary educator posts are developed</p>	<p>Teacher and learner support teams given intensive training at Foundation and Intermediate phases</p> <p>Progressive recruitment of identified specialised support services to support the implementation of the NCS commenced.</p>	<p>Teacher and learner support teams trained, monitored, and evaluated from Intermediate to FET phases</p> <p>Progressive recruitment of identified specialised support services to support the implementation of the NCS commenced.</p>	<p>Implemented best practices monitored and evaluated</p> <p>Progressive recruitment of identified specialised support services to support the implementation of the NCS commenced.</p>	<p>Learners have access to quality support services</p> <p>Progressive recruitment of identified specialised support services to support the implementation of the NCS commenced.</p>
Deliver quality education through a transformed curriculum delivered by highly competent and qualified personnel	<p>Plan for the creation of FET posts in support of the 3-year curriculum redress plan designed.</p> <p>Outstanding policy issues finalised and implemented</p>	<p>Plan costed and approved</p> <p>Various stakeholders orientated on curriculum policy documents</p>	<p>Plan progressively implemented</p> <p>Curriculum policy documents made available in all the schools</p>	<p>Plan progressively implemented.</p> <p>Various stakeholders will have high levels of understanding the policy documents</p>	<p>Plan progressively implemented.</p> <p>Review of policy documents</p>

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
	<p>Generic and subject specific workshops for Grade 10 educators and SMTs started</p> <p>Policy on internal and external assessment developed and finalised</p> <p>Screening committees are put in place and Grade 10 LTSM screened</p>	<p>Generic and subject specific workshops for Grade 10 & 11 educators and SMTs completed</p> <p>Policy on internal and external assessment implemented</p> <p>Screening procedures are improved and Grade 10 and 11 LTSM screened</p>	<p>Generic and subject specific workshops for Grade 10 - 12 educators and SMTs completed</p> <p>Quality of teaching and learning in schools improved</p> <p>Screening procedures are refined and Grade 10 –12 LTSM screened</p>	<p>Capacity of educators and SMTs to manage and deliver curriculum enhanced</p> <p>Awarded FETC more reliable and valid</p> <p>Schools are able to develop their own LTSM to supplement resources</p>	<p>Statistics of schools and office based educators taking control of their own personal development made available</p> <p>The number of learners who are able to gain entry into higher education increases.</p> <p>Evaluation of screening procedures and quality of LTSM</p>
To ensure equity in the delivery of quality education through a transformed curriculum and institutions	Subject choices are finalised and data base made available	Data base used to develop discussion documents on subject choices	Subject choices discussed and policy for landscaping developed	Increase in the number of focus schools in the previously disadvantaged communities	Sizeable number of schools provide curriculum that enable learners to be actively engaged in the economy
To enrich quality of teaching and learning programmes through the use of Maths and Science, Language, and ICT Strategies	Coordinate all enrichment programmes in the province and develop database on schools with ICT.	Identification of new business and professional partners to support enrichment strategies	A sizeable number of schools in the province are engaged in the Maths and Science, Language and ICT Strategy	Improvement of learner performance in the sciences	Review of enrichment strategies

4.3 PROGRAMME 3: INDEPENDENT SCHOOLS

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
To provide financial subsidies to independent schools in line with national policy	Real subsidy per learner allocated to qualifying independent schools	Real subsidy per learner allocated to qualifying independent schools	Real subsidy per learner allocated to qualifying independent schools	Real subsidy per learner allocated to qualifying independent schools	Real subsidy per learner allocated to qualifying independent schools

4.4 PROGRAMME 4: PUBLIC SPECIAL SCHOOLS

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
To provide for and strengthen special schools within the Inclusive Education framework	<p>Subsidy formula that accommodates redress for previously disadvantaged schools finalized and subsidy per learner allocated to all special schools</p> <p>Educator- including therapist and non-educator posts progressively supplied to special schools</p>	<p>Subsidy that includes a redress amount allocated to special schools</p> <p>Educator- including therapist and non-educator posts progressively supplied to special schools</p>	<p>Subsidy that includes a redress amount allocated to special schools</p> <p>Educator- including therapist and non-educator posts progressively supplied to special schools</p>	<p>Subsidy that includes redress amount allocated to special schools</p> <p>Educator -including therapist and non-educator posts progressively supplied to special schools</p>	<p>Subsidy that includes redress amount allocated to special schools</p> <p>Educator- including therapist and non-educator posts progressively supplied to special schools</p>

4.5 PROGRAMME 5: FURTHER EDUCATION AND TRAINING COLLEGES

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
To build and maintain the capacity of FET Colleges to deliver on their mandate while consolidating the mergers.	<p>Institutional development programmes established - enabling college management teams to manage the post-merger mega institutions.</p> <p>Inter-college collaboration policy/ guide</p>	Established structures and forums that share best practice and initiate development	<p>All management teams and governing councils are assisted to understand the provincial plan for FET Colleges and other policy intentions of the Department.</p> <p>A support system for established structures and fora is in place and is being used.</p>	A support system for established structures and fora is in place and is being used.	A support system for established structures and fora is in place and is being used.

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
<p>To align college curriculum programmes with National and Provincial priorities in terms of the NSD Strategy, the PGD Strategy, Provincial Implementation Plans, Presidential and Provincial Premier Priorities and other relevant references.</p>	<p>A provincial plan for FET Colleges is finalised, outlining programmes and niche areas for each college in the province.</p> <p>More learners are placed in learning programmes responding to provincial priorities.</p> <p>Curriculum review in line with the colleges niche areas and other programmes has been conducted</p> <p>HIV/Aids programme installed at each college</p>	<p>An increase in the number of skill centres acquired for colleges to cover the neighbouring rural/semi-rural settings</p> <p>More learners are placed in learning programmes responding to provincial priorities.</p> <p>50% of curriculum is in line with the colleges' niche areas and other programmes.</p> <p>HIV/Aids programme installed at each college</p>	<p>A provincial FET College funding framework is finalised.</p> <p>Client satisfaction surveys reflect increased confidence and satisfaction with colleges.</p> <p>There are indicators of increased work placement for college graduates.</p> <p>70% of curriculum is in line with the colleges niche areas and other programmes</p> <p>HIV/Aids programme installed at each college</p>	<p>The implementation of the provincial plan and programme based funding begins.</p> <p>Client satisfaction surveys reflect growth in increased confidence and satisfaction with colleges.</p> <p>There are indicators of increased work placement for college graduates.</p> <p>All of curriculum is in line with the colleges niche areas and other programmes</p> <p>HIV/Aids programme installed at each college</p>	<p>All colleges are offering more programmes responding to priorities as identified and are resourced according to the new funding framework.</p> <p>Client satisfaction surveys reflect a further growth in increased confidence and satisfaction with colleges</p> <p>There are indicators of increased work placement for college graduates.</p> <p>All of curriculum is in line with the colleges niche areas and other programmes</p> <p>HIV/Aids programme installed at each college</p>

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
To increase access to FET college programmes for youth and adult learners	<p>Update and normalize the staff establishment of all colleges</p> <p>Grow student enrolment by 05% of 2004 figures.</p> <p>Increase learner support services to reach 20% more learners/ youth.</p> <p>A strategy and an implementation plan for recruiting adult students into FET Colleges is developed.</p>	<p>Adjust staff establishment in accordance with student numbers and programmes.</p> <p>Grow student enrolment by 20% of 2004 figures</p> <p>Learner support services to reach at least 20% more learners than the previous year.</p> <p>Colleges begin to recruit adult learners.</p>	<p>Adjust staff establishment in accordance with student numbers and programmes</p> <p>Grow student enrolment by 40% of 2004 figures</p> <p>Learner support services to reach at least 20% more learners than the previous year.</p> <p>The student age profile in colleges begins to reflect an increase in the 18- 24 and above age cohort</p>	<p>Lower PPN and adjust staff establishment in accordance with student numbers and programmes</p> <p>Grow student enrolment by 70% of 2004 figures</p> <p>Learner support services to reach at least 20% more learners than the previous year.</p> <p>A further increase in the number of adult students in FET colleges</p>	<p>Lower PPN and adjust staff establishment in accordance with student numbers and programmes.</p> <p>Grow student enrolment by 100% of 2004 figures</p> <p>Learner support services to reach at least 20% more learners than the previous year</p> <p>A further increase in the number of adult students in FET colleges</p>

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
To integrate and implement the recapitalisation programme for colleges	<p>The Department has a distribution plan for distributing and managing recapitalization funding for FET colleges.</p> <p>The first distribution for 2005 has been disbursed.</p> <p>Commence with upgrading of infrastructure to cover at least 20% of requirements.</p> <p>More sites have been acquired.</p>	<p>The Department has a distribution plan for distributing and managing recapitalization funding for FET colleges.</p> <p>The second distribution for 2006 has been disbursed.</p> <p>Continue with upgrading of infrastructure to cover at least 40% of upgrading requirements</p> <p>More sites have been acquired</p>	<p>Review of recapitalisation process and the third distribution for 2007 is disbursed.</p> <p>Continue with upgrading of infrastructure to cover at least 60% of upgrading requirements</p> <p>More sites have been acquired.</p>	<p>Recapitalisation outputs are evaluated and corrective measures where applicable are taken.</p> <p>Continue with upgrading of infrastructure to cover at least 80 of upgrading requirements</p> <p>More sites have been acquired</p>	<p>Reviews indicate that colleges have reached targeted impact and development</p> <p>Continue with upgrading of infrastructure to cover all upgrading requirements</p> <p>More sites have been acquired.</p>
To provide for all the essential resource requirements of the institutions.	<p>Provincial funding norms have been established and use has commenced in line with the requirements to harmonise the mergers.</p> <p>Staffing norms are in place and implementation has commenced.</p> <p>Areas of departmental support have been identified and norms have been developed.</p>	<p>Application of funding norms continues in line with the requirements to harmonise the mergers.</p> <p>Staffing norms are in place and implementation continues.</p> <p>Identified areas of departmental support are honoured by relevant supply of resources.</p>	<p>Application of funding norms continues in line with the requirements to harmonise the mergers.</p> <p>Staffing norms are in place and implementation continues.</p> <p>Identified areas of departmental support are honoured by relevant supply of resources</p>	<p>Application of funding norms continues in line with the requirements to harmonise the mergers.</p> <p>Staffing norms are in place and implementation continues.</p> <p>Identified areas of departmental support are honoured by relevant supply of resources</p>	<p>Application of funding norms continues in line with the requirements to harmonise the mergers.</p> <p>Staffing norms are in place and implementation continues.</p> <p>Identified areas of departmental support are honoured by relevant supply of resources</p>

4.6 PROGRAMME 6: ADULT BASIC EDUCATION AND TRAINING

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
To consolidate citizen's (adults in particular) rights/ rights/ access to quality basic education and training with particular focus on redress and equity.	<p>More ABET centres established in rural areas and learner enrolment increased targeting more women, youth, disabled and farm workers.</p> <p>ABET practitioners trained in the development and effective utilisation of appropriate Learner Support Materials [LSM].</p> <p>Trained pool of ABET educators that will form a base of ABET practitioners created to phase out full time educators.</p>	<p>Increased number of ABET centres in rural areas and improved literacy levels observed in our communities.</p> <p>Learner support material supplied by service providers is screened for relevance.</p> <p>More trained pool of educators; further trained by accredited service providers.</p>	<p>More ABET centres established in rural areas; relevant ABET programmes provided catering for different community needs.</p> <p>Relevant LSM purchased and distributed to centres.</p> <p>Trained pool of ABET educators exposed to in-service training.</p>	<p>All education districts have access to ABET centres and ABET programmes and all centres well resourced</p> <p>Learner support materials utilized in BET centres.</p> <p>Newly trained educators mentored by senior educators and departmental officials.</p>	<p>All established, ABET centres sustained, monitored and supported.</p> <p>Relevant learner support materials utilized in full scale.</p> <p>Educators monitored and supported for quality control.</p>

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
To integrate relevant skills development programmes within ABET programmes for poverty alleviation and sustainable livelihoods.	<p>Educators trained on integration of skills into existing ABET programmes.</p> <p>Equipment is provided to centres offering skills development programmes.</p> <p>ABET educators trained on NQF level 4 and 5 learnerships and mentored in ABET centres.</p>	<p>More educators trained on integration of skills into existing ABET programmes and piloted.</p> <p>More equipment is provided to pilot centres offering skills development programmes.</p> <p>More ABET educators trained on NQF level 4 and 5 learnerships.</p>	<p>Skills programmes evaluated and monitored.</p> <p>Equipment distributed to some centres in all the districts.</p> <p>Trained educators absorbed into the system and supported</p>	<p>Skills programmes are implemented in all districts but not all centers.</p> <p>Equipment fully utilized monitored and controlled.</p> <p>Skills learnt implemented.</p>	<p>Full implementation of skills programmes implemented.</p> <p>Equipment distributed to all centres.</p> <p>Learners equipped with relevant skills and are self sufficient</p>

4.7 PROGRAMME 7: EARLY CHILDHOOD DEVELOPMENT

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
To provide quality early childhood education, targeting poor and underprivileged areas thereby correcting the imbalances of the past.	<p>Grade R classes in Public Primary Schools registered, prioritizing rural areas, to ensure effective support and monitoring of the ECD programme.</p> <p>All Grade R educators would have undergone in-service training using the Provincially developed 3 Modules.</p> <p>Ensure that RNCS compliant training offered is monitored</p> <p>Parent Committees for community-based ECD sites would have been trained, thereby ensuring effective and quality management of centers.</p>	<p>Additional Grade R classes in rural communities registered ensuring effective support and monitoring of the ECD Programme.</p> <p>Educators from newly registered Grade R classes undergo in-service training.</p> <p>Curriculum training would have been done</p> <p>Management training would have been offered to Parent committees in newly registered classes.</p>	<p>More Grade R classes registered and added on the Provincial data base.</p> <p>Continuous ECD training would have been offered to Grade R educators.</p> <p>Training offered to educators in newly registered centers.</p> <p>Continuous Management training for management structures of centres</p>	<p>More Grade R classes registered and added on the Provincial data base.</p> <p>Continuous ECD training would have been offered to Grade R educators.</p> <p>Training offered to educators in newly registered centers.</p> <p>Continuous Management training for management structures of centres</p>	<p>Ensure that all Grade 1 classes have registered Grade R feeder classes, to meet objectives of White Paper 5.</p> <p>Finalization of training for all Grade R educators.</p> <p>Advanced training on improvisation offered.</p> <p>Continuous Management training for management structures of centres</p>

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
To equip Grade R educators with relevant skills necessary for the holistic development of young learners.	<p>ECD practitioners / educators would have participated in ECD NQF Level 4 Learnerships and Skills Programmes.</p> <p>ECD Officials would have been trained in Mentoring and Assessment for effective monitoring of curriculum delivery.</p>	<p>Include unemployed people in ECD Level One Learnership</p> <p>The training of ECD practitioners as Assessors would have started.</p>	<p>Offer NQF Level 4 Learnership to those with NQF Level 4.</p> <p>Additional Assessors would have been trained.</p>	<p>ECD NQF Level 5 Learnership offered to those with NQF Level 4.</p> <p>Additional Assessors would have been trained.</p>	<p>ECD NDF Level 5 learnership offered to another group.</p> <p>Additional Assessors would have been trained.</p>

4.8 PROGRAMME 8: AUXILIARY AND ASSOCIATED SERVICES

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
To effectively deal with infrastructure backlogs and improve the quality of existing structures	<p>Schools under trees eliminated.</p> <p>Repairs and maintenance of classrooms done.</p> <p>Needs assessment conducted for the establishment of special schools and a plan developed for the establishment thereof in previously disadvantaged areas.</p> <p>A plan to make school buildings responsive to needs of learners with special needs is developed.</p> <p>The infrastructure provision plan for water, sanitation and electricity is updated.</p> <p>All new schools have libraries</p>	<p>All undesirable structures reduced</p> <p>Repairs and maintenance of classrooms done</p> <p>Special schools established in previously disadvantaged areas within the Inclusive Education framework</p> <p>The building of ramps is initiated</p> <p>Schools in the 2006/7 priority list have access to water, sanitation and electricity.</p> <p>Libraries provided to established schools according to the priority list.</p>	<p>Over crowding in classrooms reduced</p> <p>Repairs and maintenance of classrooms done</p> <p>Special schools established in previously disadvantaged areas within the Inclusive Education framework</p> <p>New school buildings designed to accommodate learners with disabilities.</p> <p>Schools in the 2007/8 priority list have access to water, sanitation and electricity.</p> <p>Libraries provided to established schools according to the priority list.</p>	<p>Over crowding in classrooms reduced</p> <p>Repairs and maintenance of classrooms done.</p> <p>Special schools established in previously disadvantaged areas within the Inclusive Education framework</p> <p>New school buildings designed to accommodate learners with disabilities.</p> <p>Schools in the 2008/9 priority list have access to water, sanitation and electricity.</p> <p>Libraries provided to established schools according to the priority list.</p>	<p>Over crowding in classrooms eliminated</p> <p>Repairs and maintenance of classrooms done.</p> <p>Special schools established in previously disadvantaged areas within the Inclusive Education framework</p> <p>New school buildings designed to accommodate learners with disabilities.</p> <p>Schools in the 2009/10 priority list have access to water, sanitation and electricity.</p> <p>Libraries provided to established schools according to the priority list.</p>

STRATEGIC OBJECTIVE	PERFORMANCE MEASURES				
	2005/6	2006/7	2007/8	2008/9	2009/10
To introduce and implement Common Assessment and examination systems	<p>Grade 11 and 12 candidates are subject to common departmental tests</p> <p>Policies developed for the implementation of FET examinations in Grade 10</p>	<p>Introduction of FET examinations in Grade 10</p> <p>Structures and systems in place for implementation of FET examinations in Grade 10 and 11</p>	<p>Introduction of FET examinations in Grade 10 and 11</p> <p>FET examination papers set 2008/09</p> <p>FET examinations implemented in Grade 11 and 12</p> <p>All assessment and examination structures in place</p> <p>Rules, regulations for Grad 12 examinations clarified</p>	<p>Introduction of FET examinations in Grade 11 and 12</p> <p>FET examinations implemented in Grade 12</p>	<p>Introduction of FET examinations in Grade 12</p> <p>Evaluation and review of Common Assessment and examination system undertaken</p>

ONE-YEAR OPERATIONAL PLANS: 2005-2006

PART C

8. COORDINATION, CO-OPERATION AND OUTSOURCING PLANS

8.1 INTER DEPARTMENTAL LINKAGES

Important Partnerships have been forged by the Department with the:

- Department of Health regarding HIV/AIDS and feeding schemes;
- Department of Works concerning projects identified by the Department for the delivery of sanitation facilities at schools, the electrification of schools and school building/extension/ maintenance programmes.
- Department of Traditional Affairs and Local Government to supplement efforts in the building of schools
- Department of Sports and Recreation for the development of learners in sport
- Department of Art, Culture and Tourism for the promotion of culture, languages and art in schools
- Department of Finance and Economic Development regarding Entrepreneurship Education
- Department of Social Welfare and Population Development regarding care and support for orphans and other vulnerable learners.
- Department of Transport regarding the Extended Public Works Programme [EPWP].
- Department of Finance and Economic Development, and the Office of the Premier regarding the Provincial Human Resource Development Strategy

- Department of Agriculture and Environmental Affairs regarding Environmental Education and the implementation of the School gardens project

8.2 LOCAL GOVERNMENT LINKAGES

There have been limited linkages with local government in respect of Arts & Culture activities, such as libraries and museums; however, the Department of Education is currently exploring other areas of mutual benefit, particularly in respect of HIV/AIDS.

The Department supports the rural development strategy outlined by National Government and is working to align Departmental structures to local government structures and has revised the demarcation of its regions and districts to achieve this.

8.3 PUBLIC ENTITIES

The Department has relinquished its responsibility for Amafa Akwazulu–Natali (Amafa”). Amafa, which is tasked with conserving, protecting and administering the heritage resources of the Province in terms of the KwaZulu-Natal Heritage Act, is now the direct responsibility of the Office of the Premier.

8.4 PUBLIC – PRIVATE PARTNERSHIPS

The Department has a number of relationships with private organisations through the Education Trust, generally to obtain funding and other resources. In any relationship with a private party, the Department retains complete control over the relationship and any outcomes of the relationship.

