

**KwaZulu-Natal
Department of Education**



Strategic Plan 2007-2010

**Getting KwaZulu-Natal Learning
Senza iKwaZulu-Natali Ifunde**

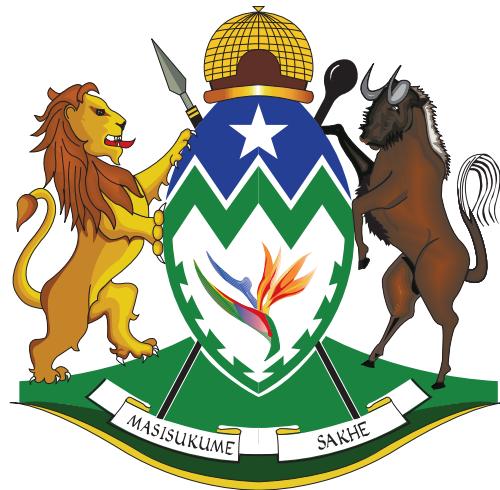
KwaZulu-Natal Department of Education

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Kwazulu-Natal Department Of Education

Strategic Plan 2007-10

**Getting Kwazulu-Natal Learning
Senza iKwazulu-Natali iFunde**



Vision

A literate and skilled society capable of participating in all democratic processes and contributing to the growth and development of the people of KwaZulu-Natal.

Mission

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

Contents

Part A: Vision, Mission, and Overall Strategy	4
1. Policy Statement by MEC	5
2. Vision, Mission and Values	7
3. Strategic Goals	8
4. Legislative & Other Mandates	9
5. Introduction by the Superintendent-General	11
6. Core Functions of the Department	13
7. Description of the Status Quo	14
8. Description of the Strategic Planning Process	16
9. Strategic Priorities & Flagship Projects for the next MTEF Period	17
Part B: Three-Year Strategic Plan	21
Part C: One-Year Operational Plan 2007/08	47
1. Branch: Finance	48
2. Branch: Service Delivery Management	51
3. Branch: Human Resources and Administrative Services	57
4. Branch: Planning and Support	67
List of Acronyms	84

Part A: Vision, Mission, and Overall Strategy

1. Policy Statement By MEC

The KwaZulu-Natal Department of Education derives its mandate from the Constitution of the Republic of South Africa, which dictates that the MEC has the overall responsibility of providing basic education and progressively providing further education and training to all citizens of the province of KwaZulu-Natal. It was on that basis that in my 2004 Budget Vote speech, I indicated that the main reason for the existence of the Department was the delivery of education to learners. Contributing towards the delivery of the best possible education system within the available resources became the guiding philosophy for all employees of the Department. Our programmes and interventions are all geared towards putting the learner - young or old - at the centre.



Certain fundamental changes had to be made to ensure that the vision of locating learners at the core of our interventions could be realized. The first amongst these was a focus on organisational changes that were collectively aimed at improving our management and administrative systems and capacity to enable the Department to rise to the challenges that lay ahead. It is not the intention of the Strategic Plan to outline the details of such changes since they are contained in the Mid-Term Review Report that I will be releasing shortly. Suffice to say that as an organisation that had a major task of providing education opportunities for our learners, the Department could not continue displaying signs of maladministration and incoherence in its delivery of education.

One of the significant changes that we made since 2004, was the reformulation of our organisational structure to streamline financial and administrative systems between head office, district offices and schools, amongst other things. We created service centres that will offer immediate financial and administrative support to a cluster of districts. The main intention was to reduce the time lags that often delay the payment of recently appointed teachers and the general response rates from head office.

Although we have installed our new organisational structure, the process of institutionalising it and making it work, is still unfolding. In the next two and a half years we will ensure that the critical vacancies are filled within reasonable timeframes, particularly for such posts as Subject Advisory Services, which are created solely to support teaching and learning.

Subject Advisory Services are particularly important in the implementation of programmes that are aimed at improving teaching and learning such as the nationally driven QIDS-UP and NSLA programmes; as well as our Department's Strategy for the improvement of Grade 12 results. All of these programmes will be on our priorities list for the next two and a half years. These programmes will, individually and collectively, support the curriculum transformation process that began with the Revised National Curriculum Statement for Grades 1 to 9 and the National Curriculum Statement for Grades 10 to 12. The Department has been granted a special allocation for QIDS-UP to ensure that targeted schools are provided the necessary resources to enable them to improve learning outcomes.

We are in the process of finalising our Curriculum Redress Strategy, which we will release during the course of 2007 after we have consulted with our sectoral and social partners. Through the implementation of the Curriculum Redress Strategy, the Department hopes to progressively provide access to certain subjects that previously disadvantaged learners could not access in the past.

The delivery of LTSM will remain one of our key priorities. Since the introduction of the new procurement and distribution system for LTSM, the number of schools that do not receive their supplies in time has been reduced drastically. In the next two and a half years our focus will be on ensuring that schools place their orders in time; that the choices they make in respect of the LTSM are informed by curriculum considerations; and that orders placed are within their budgets. These are some of the challenges that have led to late delivery of LTSM in a few isolated cases.

We will accelerate our attempts at ensuring that the cost of education does not form a barrier for learners to access education opportunities, particularly for children in rural areas and children with poor backgrounds. The declaration of no-fee schools represented a significant step towards the attainment of the ideals of the Freedom Charter by ensuring that poor learners were not denied an opportunity to exercise their constitutional right to basic education because of their inability to pay school fees. As a new initiative, the no-fee schools policy will be closely monitored in the next two and a half years to ensure that its spirit and intentions are not compromised.

Complementary to no-fee schools, the Department will finalise its strategy on the consolidation of rural and farm schools. The strategy is informed by the existence of a number of small rural and farm schools that do not enjoy the optimum benefits of government's pro-poor policies simply because they are too small in size. We will begin piloting the concept at Appelsbosch College of Education at the beginning of the 2008 school year. Learners from small rural and farm schools will be moved to Appelsbosch, where infrastructure such as water, electricity and boarding facilities already exists. Learners will not have to travel long distances only to get to a school that is not well resourced because of its size. We have identified a few other institutions that were under utilized following the closure of teacher training colleges. They will also be used in the roll out of the consolidation of rural and farm schools in the next two and a half years.

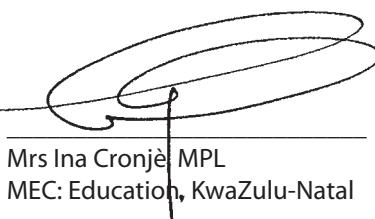
We are working quite hard to improve access to Early Childhood Development programmes, which form a sound basis for further learning. In preparing for the achievement of the national policy target that aims to ensure that by 2010 all children entering Grade 1 would have gone through an accredited Grade R programme, the Department is conducting a survey of infrastructure and resource needs. The survey will indicate the extent of current provision, identify areas that should be targeted for the roll out of Grade R and provide cost estimates to inform the budgetary processes for the 2008/9 financial year. Our policy position remains firmly that we will prioritise children in the poorest quintiles, and progressively move towards the least poor.

We will prioritise our Adult Basic Education and Training Programmes, including our literacy campaign, Masifundisane. In our fight against illiteracy we will also focus on improving the management and administration of our ABET programme to ensure that we derive the optimum learner outcomes for the resources that are allocated to us.

The recapitalisation of Further Education and Training (FET) Colleges will be pursued with vigour. As part of the programme, the Department will begin construction on new sites in Nquthu, Clermont and Ohlange. These sites will go a long way towards providing opportunities for communities that previously did not have access to relevant skills development programmes of good quality. The recent announcement of a financial assistance scheme by the President in his State of the Nation Address will also be of immense benefit to the poor.

The infrastructure development programme that we began implementing in 2004 will remain in our priority list for the period 2007 to 2010. Although the Department had dedicated extensive amounts of time and resources in establishing systems and developing an infrastructure plan to replace what was a visibly haphazard infrastructure delivery process, the backlog that we inherited was huge. As a result it continues to raise its head time and again and we are still confronted with some harsh reminders of the elusive nature of our goal of eradicating the phenomenon of learning under trees, in spite of numerous infrastructure development programmes that we are implementing. We will consolidate those programmes that are working well, and improve in areas that seem to require concerted effort, particularly our planning capacity and the flexibility of our responses to crises.

It is therefore with great pleasure that I table this Strategic Plan 2007/10 to the Speaker of the Provincial Legislature, stating the policy positions of the KwaZulu-Natal Department of Education, its strategies and priorities over the remaining term of office of this government.



Mrs Ina Cronje MPL
MEC: Education, KwaZulu-Natal

2. Vision, Mission And Values

Vision

A literate and skilled society capable of participating in all democratic processes and contributing to the growth and development of the people of KwaZulu-Natal.

Mission

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

Values

The KwaZulu-Natal Department of Education adheres to the following values:

- | | |
|------------------------|---|
| Honesty | Displaying intolerance to fraud, corruption, nepotism and maladministration. |
| Integrity | Building the highest ethical and moral conduct. |
| Caring | Discharging our duties with kindness and generosity. |
| Empathy | Demonstrating an understanding of another's circumstance, feelings and situation. |
| Professionalism | Demonstrating the highest standard and conduct of our professions. |
| Fairness | Treating all in a manner that is fair and just. |

3. Strategic Goals

Programmes and interventions of the Department are anchored around seven strategic goals listed below. Details of activities that will be implemented towards the achievement of each strategic goal are in Part B of this document. The seven strategic goals are as follows:

Strategic Goal 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 21st century.

Strategic Goal 2: Transform the Department into a 21st century learning organisation focused on results, high performance, effective communication and quality service delivery.

Strategic Goal 3: Transform schools and colleges into self-reliant and effective learning institutions that are also community centres for life-long learning.

Strategic Goal 4: Develop the Department's human resource capacity to meet the highest standards of professionalism in line with the requirements of the Employment Equity Act and other transformation targets.

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

Strategic Goal 6: Eliminate fraud, corruption and mal-administration.

Strategic Goal 7: Deal urgently and purposefully with the impact of the HIV and AIDS pandemic as part of an integrated Provincial response.

4. Legislative & Other Mandates

The MEC for Education as the Executive Authority responsible for education delivery in the Province operates within the framework of the Constitution and a number of other pieces of legislation and policies in the public service in general and the education sector specifically.

Constitution of the Republic of South Africa Act No. 108 of 1996

In terms of the Constitution, education other than higher education is a concurrent function shared by the national and provincial spheres of government. The MEC has overall responsibility for providing basic education and progressively providing further education and training.

National Education Policy Act No. 27 of 1996

The National Education Policy Act (NEPA) provides a framework for intergovernmental relations with regard to the provision of education. It establishes the roles of the Minister of Education in relation to those of the MECs of Education in provinces. NEPA promotes the spirit of cooperative governance.

South African Schools Act No. 84 of 1996

The South African Schools Act (SASA) promotes access, quality, equity and redress in the provision of education. SASA also establishes a framework for democratic governance in the schooling system by providing for the election of School Governing Bodies. Further, the Act guarantees the right of access to quality education and declares primary education for children aged 7 to 14 compulsory. SASA seeks to redress past imbalances in the allocation of resources and to reduce the infringement of children's rights to basic education due to poverty through the National Norms and Standards for School Funding.

SASA was amended by the Education Laws Amendment Act No. 24 of 2005, to enable the Minister of Education to declare certain schools no-fee schools after following due processes. The declaration of no-fee schools is to ensure that children's rights to basic education are not infringed by their inability to pay school fees.

Employment of Educators Act No. 76 of 1998

The Employment of Educators Act provides for the employment of educators. The Act regulates the conditions of services for educators and also provides for educators' professional, moral and ethical responsibilities.

South African Council for Educators Act No. 31 of 2000

The South African Council for Educators Act provides for the governance of the professional teaching corps under a single professional council.

Further Education and Training Act No. 98 of 1998

The FET Act provides for the framework for the establishment of a further education and training system made up of secondary schools and FET Colleges. The Act provides for the development of a responsive funding mechanism and an appropriate curriculum for the further education and training band.

Further Education and Training Colleges Act No. 97 of 2006

The Act provides for the regulation of FET colleges and for the establishment, governance and funding of FET colleges as well as the employment of staff at public FET colleges and for the registration of private FET colleges.

Adult Basic Education and Training Act No. 52 of 2000

The Adult Basic Education and Training (ABET) Act provides a framework for the establishment of public and private ABET Centres, ABET funding, governance and quality control mechanisms for public ABET centres.

Skills Development Act No 97 Of 1998

The Skills Development Act provides a framework to devise and implement national , sector and workplace strategies to develop and improve the skills of the South Africa workforce.

South African Qualifications Authority Act of 1995

The South African Qualifications Authority (SAQA) Act provides for the establishment of a National Qualifications Framework (NQF) which seeks to create a system that makes it possible to integrate education and training, enabling portability of qualifications and transferability of skills obtained from a wide spectrum of settings.

Education White Paper 5 on Early Childhood Development of 2000

The Education White Paper 5 on Early Childhood Development (ECD) provides for the full universal access to Grade R for five-year old children by 2010. White Paper 5 promotes the improvement of quality programmes, curriculum and teacher development for the benefit of children aged nine and below.

Education White Paper 6 on Inclusive Education of 2001

The Education White Paper 6 provides a framework for the implementation of an inclusive education system. The policy seeks to reduce barriers to learning and development and to meet the needs of vulnerable learners at all levels.

Education White Paper 7 on e-learning

The Education White Paper 7 on e-learning provides a framework for the roll out of ICT infrastructure in schools as well as curriculum delivery through ICTs.

Revised National Curriculum Statement (RNCS) Grades R to 9

RNCS is an outcome-based curriculum for the general education and training (GET) band. It seeks to ensure that all learners from Grade R to 9 are able to realize their optimum potential through the setting of outcomes upfront to be achieved by the end of the learning process. The OBE approach encourages learner-centred education.

National Curriculum Statement (NCS) Grades 10 to 12

The National Curriculum Statement was declared policy in November 2003 to roll-out the transformation of the curriculum to schools in the FET band. The first year of implementation was 2006 in Grade 10, with Grade 11 and Grade 12 set for implementation in 2007 and 2008 respectively.

Others

Other than the legislations and policies pertaining to the core function of the Department, the Department is obliged to comply with all the legislation and policies in the public service. These include:

- Public Service Act of 1994
- Labour Relations Act of 1999
- Employment Equity Act of 1999
- Public Finance Management Act of 1999
- Preferential Procurement Framework Act of 2000
- Intergovernmental Relations Framework Act No. 13 of 2005

5. Introduction By The Superintendent-General

The KwaZulu-Natal Department of Education is responsible for providing education opportunities to the citizens of the province, irrespective of age, and ensuring that they all have access to quality education. This is not a responsibility to be taken lightly considering that the province has the largest share of the South African population, with 9.6 million of the 46.9 million people in the country residing in KwaZulu-Natal¹. Of the 9.6 million people in the province, about 1.85 million adults (aged 20 and above) have either never been to school, or have only attained levels of education that are below grade 7.



In releasing its revised Strategic Plan for the period 2007 to 2010, the Department is reviewing the extent to which its programmes and interventions respond to the challenges of the province.

We also reflect on whether our commitment to providing access to education opportunities, while relentlessly pursuing quality education for all, is yielding the desired results. In 2005, the Department released a 5-year Strategic Plan that outlined our strategy to improve access to quality education for all the people of KwaZulu-Natal. Targets were set for the next five years, indicating tangible outputs that the Department wished to achieve. These ranged from improving financial control and organisational effectiveness to monitoring the effectiveness of pro-poor resource targeting policies and programmes.

Upon reflection, the Department is proud to note that there were significant gains that were made in improving our general administration and management systems. In addition, the Department has improved its capacity to manage and control its finances, which has led to a significant shift of consistent disclaimers by the Auditor-General to a clean audit report that was received for the 2005/6 financial year. We have also improved the delivery of such critical materials as stationery and textbooks; as well as financial, human and physical resources to our schools.

However, the barometers that we constantly use to gauge our success rates, are indicating that our performance in certain areas of service delivery require focused attention. There are still cases where our learners have to learn under unacceptable conditions - either learning under trees or learning in structures that are not conducive to teaching and learning. There are still cases where young children walk long distances to schools, only to get to schools that will be under-resourced purely because the size of the school is so small that the resources allocated by the Department, based on the number of learners, do not enable the school to lift itself out of poverty. There are still cases where learners are not achieving the desired educational outcomes as was recently noted in pass rates in critical subjects such as Mathematics.

These challenges are taking place within societal challenges that include the rising number of child-headed households and the slight increase in the unemployment rate in the province, all of which demand that the Department ensures

Footnotes: 1- General Household Survey 2005 Statistics South Africa

that its programmes and interventions continue to prioritise the poor and the vulnerable. While we focus on improving access to education opportunities and the conditions in which our learners are learning, we also have to continually work towards improving our capacity to manage and utilise resources allocated to us.

Our Strategic Plan for the period 2007 to 2010 is therefore an attempt at providing details of our areas of focus for the next MTEF period, while also revising targets that were set in the 2005/10 Strategic Plan. We are now able to set reasonable targets having reviewed our capacity and performance, as well as the service delivery challenges that still lie ahead.

The course has not changed. The cornerstones of the Department's strategy will remain improving access to education opportunities and providing quality education for all, irrespective of age. In providing access to education, the Department intends to ensure that it also captures those that are currently not accessing education. The redress factor will also continue to underpin all our resource allocation strategies. We will also shift our attention to redress learning outcomes, by introducing some initiatives that are aimed at improving learning outcomes particularly for the previously disadvantaged groups.

Details of our interventions are outlined in the rest of this document, starting with a description of the current environment in the second section of Part A. In Part B, we present a strategic plan for the MTEF period starting 2007/8 until 2009/10. (A new 3-year Strategic Plan will be released immediately after the national election in 2009.) In Part C, the Department provides a detailed outline of the 2007/8 Operational Plan.

It is important to highlight that the Strategic and Operational Plans are comprehensive documents that outline our plans as an organisation. These documents are published over and above the Annual Performance Plan which outlines measurable targets for the provincial education systems. These documents complement each other, and are both equally important in assessing the performance of the KwaZulu-Natal Department of Education, both as an organisation that is responsible for service delivery; and as a centre for planning, monitoring and driving the provincial education system.



R.C. Lubisi, PhD
Superintendent-General

6. Core Functions Of The Department

The core functions of the department are summarised below:

Public ordinary schools:

This is the Department's primary function, and is aimed at the provision of educators in schools, the development of educators to ensure that they are equipped to provide the best quality teaching, and the provision of learner support material. Also included is the provision of new schools and school facilities, effective maintenance of existing facilities, as well as monitoring of the quality of education services. Lastly, the function also includes the National School Nutrition Programme, which is a nutrition scheme for public primary school learners from the poorest communities.

Public Special School Education:

To provide public education in special schools and full-service schools in accordance with the South African Schools Act and White Paper 6 on Special Education Needs.

Early Childhood Development:

This service evolved as a national initiative to strengthen pre-grade 1 education, and make it available to the majority of citizens. The intention is to make pre-grade 1 education compulsory in the long term.

Adult Basic Education and Training:

This programme seeks to eliminate adult illiteracy, improve average levels of education attainment and provide the skills necessary for adults to contribute to the growth of the economy.

Further Education and Training:

This service is aimed specifically at providing market-related skills to ensure that learners are employable on completion of training at this level. FET Colleges provide a range of relevant programmes to learners of various ages and interests. The provision of skills should enable successful learners either to enter the job market or to start their own businesses and create employment opportunities for others.

Based on the core functions outlined above, the Department's main intervention are driven by the following objectives:

- To implement a curriculum that is relevant to support life-long learning;
- To provide educator capacity development for all phases;
- To create control structures that are conducive to effective teaching and learning;
- To develop well-resourced General Education and Training (GET) and Further Education and Training (FET) centres;
- To develop programmes that will encourage community participation;
- To effectively use additional funding for non-personnel expenditure;
- To develop programmes to counter the negative effects of HIV and AIDS in schools, and to develop a management plan to deal with staff infected and affected with HIV and AIDS;
- To ensure good corporate governance; and
- To implement an effective performance measurement system throughout the department.

7. Description Of The Status Quo

7.1 Service Delivery Environment

The KwaZulu-Natal Department of Education is the biggest provincial department with 22.3% of all learners in the country's public ordinary schools being in KwaZulu-Natal. In 2006, there were 2 819 115 learners; 75 464 teachers; 6 351 public and independent schools; and 9 FET Colleges with 70 satellites in the province. The province also has the largest share of the country's population at 21%, with about 9.6 million of the people of South Africa living in KwaZulu-Natal.

Significant strides have been made towards improving access to basic education in the province, particularly in the last eight to ten years. As it can be seen in Figure 1, the percentage of 7 to 15 year olds in the province that were attending some educational institution increased from 94.8% in 2002 to 97.7 in 2005. (The 2006 is an estimate that will be adjusted as soon as data is available).

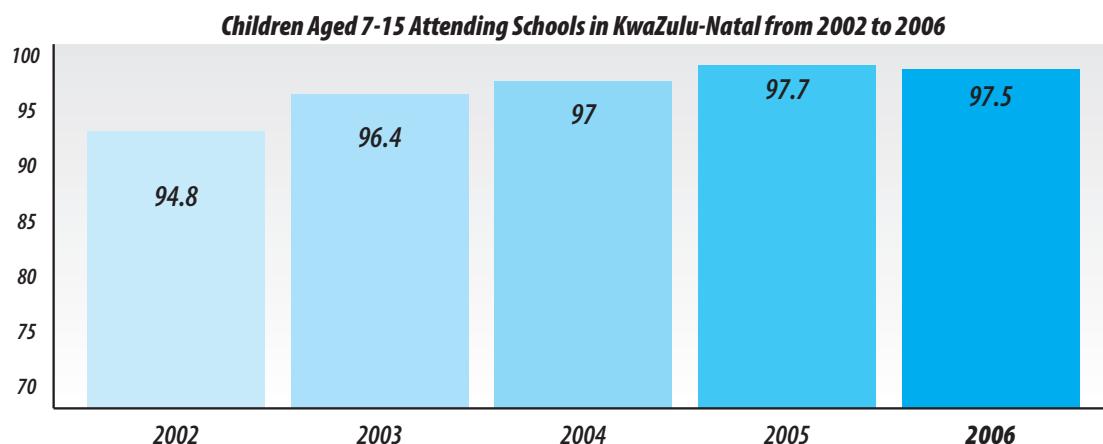


Figure 1: Data source: 2002 to 2005, General Households Survey, 2005. Data for 2006 is an estimate by the Department's EMIS.

Figure 1 also indicates that the province is doing very well, by world's standards, in ensuring that children of compulsory school going age are attending school. However, there are geographic pockets not only within the province, but in the country as a whole, where access still remains an issue. Countrywide, there were about 47 000 children between ages 7 and 15 that were not attending any education institutions - with 28% of them citing "no money for fees" as a reason. The largest proportion of these children was attending schools that charged R100 or less in school fees.

The introduction of the no-fee schools' policy will have a direct impact on such learners, particularly learners citing lack of resources as a reason for not attending school. Constant monitoring of the implementation of the policy at school level will be critical to ensure that the intended beneficiaries are reached.

However, there is also a need to develop targeted responses that will address access barriers that exist in areas where communities are relatively poor, and in schools located in rural areas and farms. The Department has developed a strategy to deal with non-viable schools, prompted by evidence suggesting that predominantly rural areas generally have more schools than schools in urban areas, yet have much fewer learners. This is illustrated in Figure 2 below, which indicates that Umlazi and Pinetown, which are predominantly urban, have a larger share of learners than schools. The inverse is true for Umgonyathi and Vryheid, which are predominantly rural, and have a larger share of schools than other districts. This is as a result of the phenomenon of too many schools, with a few learners enrolled in each school that the resources allocated by the Department do not assist in the quest for improving the condition of those schools through equitable allocation of resources. A strategy for consolidating non-viable schools is outlined in Section 9 of this strategic plan.

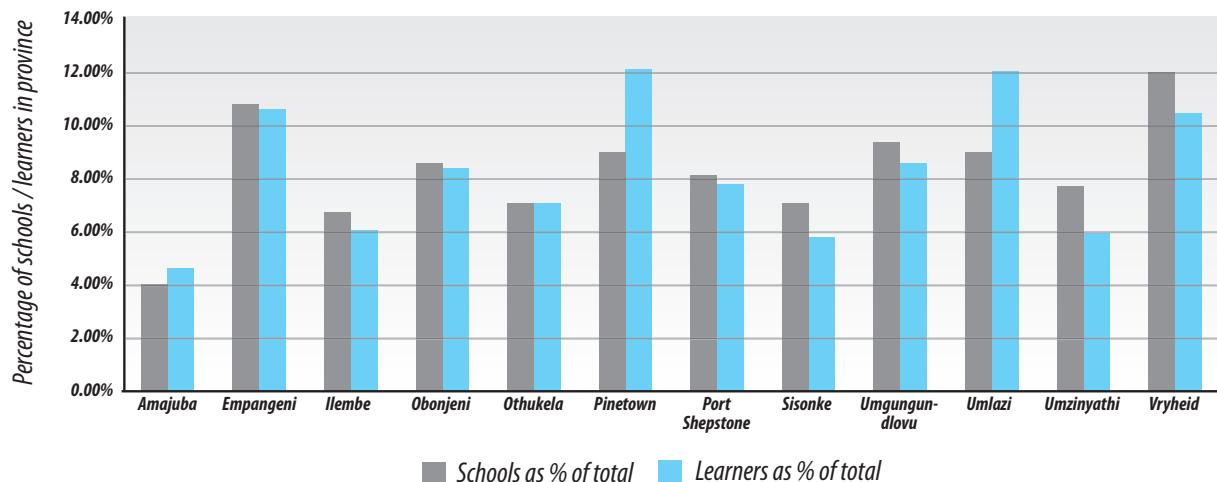
Distribution of Schools and Learners in Districts

Figure 2: Proportional distribution of schools and learners in districts in the province. Data source: KZN EMIS 2006

The adult population aged 20 and above is another group that requires targeted intervention to ensure that all the citizens of the province, regardless of age, have access to basic education in line with our Constitutional obligation. Statistics South Africa, in its General Households Survey 2005, also estimates that 1.85 million people aged 20 and above in the province either have only attained education levels of Grade 7 and below, or have never been to school. Of the 1.85 million, about 705 000 of them could neither read nor write. The Department is already implementing an ABET programme and a Literacy Campaign, Masifundisane. However, the extent of the need for resources has presented challenges in the reduction of the phenomenon of low levels of education attainment in the province. The Department will strengthen its social networks and partnerships with a view to deal with the resources challenges.

7.2 Organisational Environment

The Department recently completed an organisational restructuring exercise that was aimed at improving service delivery to schools by reducing management and administration tiers that delayed the response rates on services rendered by the Department. Regional offices were abolished and Service Centres were created in their place. Service Centres are designed such that they offer support service functions such as human resources and financial management to a cluster of districts, thereby enabling districts to focus on providing the much-needed educational support to schools.

The implementation of the new organisational structure necessitated the re-engineering of processes and improving provision of resources and capacity at the Service Centres and district offices. In addition, the Department has had to implement change management programmes to enable employees to make the necessary transition. Although the first phase of placing officials in areas where they will better serve the public has been completed, the change management programmes are expected to be rolled out progressively until the new structure is fully operational.

8. Description Of The Strategic Planning Process

The Department has been working towards aligning the planning and budgeting processes to ensure that the budget reflects the priorities of the Department. Parallel to that, the Department has also been systematically instilling a culture of planning in all its components in an attempt to get all directorates to participate in the planning process. A fully-fledged directorate Strategic Management Support was established in the new organisational structure, to drive planning and reporting processes, ensuring that the necessary instruments were developed and used by all Branches to develop the Strategic and Operational Plans.

The development of this Strategic Plan started with directorates; chief directorates and districts conducting their own strategic planning sessions. In preparation for the sessions, the Directorate: Strategic Management Support conducted an analysis of the critical government documents that provide strategic direction to the Department. These included the Medium Term Strategic Framework; mandates of the 2004 to 2009 national and provincial governments; the Provincial Growth and Development Strategy; AsgiSA; the State of the Nation and Province Addresses; as well as budget votes of both the Minister of Education and the KwaZulu-Natal MEC for Education.

The second level of planning sessions was conducted at Branch level, which culminated in the Departmental planning sessions. The sessions were used not only for forward planning, but they were also used to reflect on the performance of the Department, identify strengths and opportunities, as well weaknesses and threats that needed to be improved. The Department has maintained its Strategic Plan and Operational Plan as a separate document to the Annual Performance Plan to ensure that the former addresses all areas of work of the Department - vertically from district management to the provincial office, and across all sections of the Department. The Annual Performance Plan will be published annually, but will focus on measuring the performance of the education system.

9. Strategic Priorities & Flagship Projects For The Next MTEF Period

The Department of Education, in its attempt to respond to the needs of the people of KwaZulu-Natal is launching a number of flagship programmes in the next MTEF period. The projects represent the Department's contribution towards reducing unemployment and creating opportunities for a better life for all in the province - young or old. In this section of the Strategic Plan, a brief outline of the flagship projects, the expected deliverables of each one of them, and estimated number of beneficiaries targeted by the projects are provided.

9.1 Providing Access to Education Opportunities

Consolidation of small, non-viable schools

Access to education for children in rural and farm schools is usually impeded by numerous challenges that are peculiar to rural areas, including poverty and long distances that they have to walk in order to access education institutions. In a province such as KwaZulu-Natal, where more than half of the population lives in rural areas, a strategy that responds to the unique needs of these children is extremely critical. Quite a large number of them live in conditions of poverty and socio-economic need, and are dependent on small numbers of employed adults and older people on social grants. The incidence of child headed households is also exacerbating the situation.

The Department's strategy to consolidate rural and farm schools is aimed at reviving institutions such as Appelsbosch and uMsinga High School, and resourcing these schools sufficiently so that they can cater for a significantly large number of learners currently in rural and/or farm schools. In summary, the consolidation project will include:

- (i) Revamping uMsinga High School and Appelsbosch, particularly the physical infrastructure such that learners have access to such facilities as laboratories, libraries and computers.
- (ii) Providing boarding facilities that will accommodate as many as 800 learners in uMsinga and about 1 200 in Appelsbosch. Learners admitted to the schools will be from small rural and farm schools serving poorer communities.
- (iii) Providing transport for children who reside within reasonable distance to the schools.
- (iv) Providing transport for 32 special schools during the 2007/8 financial year in an attempt at improving access for learners with special needs. The initiative will have a significant impact in the lives of children with special needs, particularly those with severe mobility challenges. In certain instances the Department will provide specially modified vehicles to facilitate the movement of children to and from schools.
- (v) Using other resourcing mechanisms targeting the poor to ensure that the schools and their hostels are able to operate. Resources will include the Norms and Standards allocation, the National School Nutrition Programme and the allocation of posts based on the Post Provisioning Norms.

No-fee schools' policy

The declaration of the poorest 40% of schools nationally as no-fee schools was a watershed in the history of education transformation in this country. The policy is intended to benefit the poorest learners who, in spite of provisions of fee exemption in the National Norms and Standards for School Funding, still encounter barriers to access education. As indicated above, the General Households Survey conducted by Statistics South Africa in 2005, found that 28% of the 47 000 children of ages 7 to 15 that were not attending school nationally, cited lack of money as a reason for not attending school. In spite of the small proportion of affected learners relative to the population of school going age, it is against the spirit of the Constitution of the Republic of South Africa that learners do not have access to basic education simply because of their inability to pay.

The KwaZulu-Natal Department of Education was the first provincial department to implement the policy in 2006, with a total of 1 323 schools will benefiting directly during 2006. This policy decision was made by the province informed by the extent of poverty and deprivation in some areas, particularly rural areas.

During the 2007/2008 financial year, the number of no-fee schools will increase to 3 342. Schools in Quintile 1 will get an allocation of R629 per learner and those in Quintile 2 will get an allocation of R560.00 per learner. In total, the no-fee schools will provide education to the poorest 42, 95 % of learners in the province during the 2007 calendar year.

The Department will strengthen the roll out of the no-fee schools policy, and ensure that schools declared as such do not face difficulties in maintaining their operations because of cash flow problems. Plans are in place to transfer a certain proportion of the schools' allocation during the start of the year to alleviate cash-flow challenges. The Department will also monitor the implementation of the no-fee schools' policy to ensure that the desired outcomes are achieved and that the intended beneficiaries are reached.

National School Nutrition Programme

One of the key levers in improving access to education specifically for the poor is the National School Nutrition Programme through which the Department provides nutritious lunches to learners. Currently, more than 1.4 million learners benefit from the scheme which is provided for 156 schools days per year.

During the 2007/8, the National School Nutrition Programme (NSNP) will be expanded to include special schools that are currently not participating in the scheme, as well as Grade R learners in public primary schools that offer the scheme. It is expected that about 20 000 additional learners will benefit directly from the scheme. In total, the Department has been allocated a budget of R20 million to cater for the expansion.

Roll-out of Grade R

In conclusion, the Department is currently developing a Strategy for Grade R roll-out towards meeting the 2010 goals articulated in White Paper 5. The strategy will be premised on the policy directive of White Paper 5 and adhere to the spirit of the Draft Norms and Standards for Grade R Funding. Essentially, the strategy will be addressing the following key issues:

- Increasing the number of centres provided by the Department in relation to those provided by community-based sites and independent service providers.
- Prioritise the poorest schools in rolling out Grade R classes. This means the Department will start by providing Grade R to the poorest learners in quintiles 1 and 2, before graduating to quintile 3.
- Resourcing strategy that will include submissions to Cabinet, outlining the extent of the need for Grade R classes and financial implications. Funding norms per learner will be determined based on the guidelines provided in the Draft Norms and Standards for Grade R Funding.
- Human resource issues that will range from issues relating to qualifications, conditions of employment and remuneration mechanism for ECD practitioners.
- Registration of community-based sites that are servicing the poor as independent schools so that they can be incorporated into the net of similarly poor schools that receive subsidies from government.
- Determination of curriculum, learning support materials and other resources that enhance the quality of early learning programmes.
- Determination of infrastructure needs, which will be finalised once the survey of infrastructure and resource needs for ECD has been completed.
- Monitoring and reporting mechanisms that will enable the Department to keep track of whether the resources are used for the intended purpose.

The strategy will be shared with key stakeholders of the Department through a series of consultation workshops. It is expected that the draft will be finalised by 30 April 2007

9.2 Improving Learning Outcomes

Strategy for Improving Grade 12 Results

The Department adopted a comprehensive plan, as part of the National Strategy on Learner Attainment, to improve performance in schools that achieved a pass rate of less than 50% in the 2006 Senior Certificate Examination. The plan is organised according to nine key performance areas that include the following:

- provision of critical resources
- teaching and learning
- teacher support
- learner assessment.
- management and governance
- turnaround plans for their schools
- community involvement
- monitoring
- accountability

The plan has been adopted to ensure effective learning. It is hoped that its implementation will result in some improvement of the performance of our learners, particularly in subjects such as Mathematics, Tourism, Accounting and others where high failure rates were recorded in 2006.

QIDS-UP

The Quality Improvement Development and Support Upliftment Programme (QIDS - UP) is a national initiative aimed at improving access to quality learning and teaching resources for learners in schools located in poorer communities. The programme will be targeting Quintile 1, 2 and 3 schools over the next three years, and will provide them with such support as resource materials, teacher training and development, as well as physical infrastructure where necessary. For the financial year 2007/8, the Department has been allocated R40m and R170m for the two outer years of the MTEF period.

Maths and Science Strategy

The implementation of the Maths and Science Strategy through the Dinaledi schools will be strengthened during the 2007/8 with the addition of 12 schools to the 72 that were in the programme during 2006/7. The focus of the intervention will continue to be the improvement of subject competency amongst teachers; supplying learning support materials; and equipping the schools with the necessary infrastructure such as science laboratories. In addition, the Department will strengthen the ongoing support offered to the schools to ensure that the targets for improving participation and pass rate in higher grade amongst black Africans are achieved.

National Strategy for Learner Attainment

The National Strategy for Learner Attainment (NSLA) is an overarching or transversal programme directing the focus of the system to the achievement of all learners. It focuses on three pillars - school development; educator development and learner support, while integrating a series of related operations, projects, activities, strategies, interventions with short and long term objectives of raising learner performance and ensuring improved quality learner achievement.

The NSLA has a number of focus areas that include diagnostic and targeted specific projects and interventions; targeting schools that were achieving pass rates ranging from 0% to 20%; increasing the numbers passing Science, Mathematics and gateway subjects; and increasing endorsements in schools with 100% passes.

9.3 Monitoring System, Organisational and Programme Effectiveness

Systemic Evaluation

Systemic evaluation plays a key role of assessing whether learners are achieving the intended outcomes by administering standardized test at critical stages of their education, which are Grades 3, 6 and 9. An additional allocation of R20 million has been set aside for 2007/8 and will be used to expand the sample size and the frequency of the testing. The intention is to ensure that the sample is fairly representative of the population and that results of the tests are available within reasonable timeframes to enable the Department to implement the necessary interventions and corrective measures.

Education Management Information System

The Department has experienced some challenges in its Education Management Information System (EMIS) in the past that presented further challenges for the planning, budgeting, monitoring and reporting capacity of the Department. The Auditor-General also gave an audit opinion that the Department's EMIS data could not be relied upon, which placed further urgency on the part of the Department to improve the integrity of the data.

Since then, an EMIS plan to improve data integrity has been formulated by the Department to ensure that the data is as accurate as possible and enables the Department to plan, monitor and report on the status of education in the province. In addition, the Department is also implementing a 3-year EMIS Improvement Project that is driven nationally to address the shortcoming of the current EMIS systems and to provide for the implementation of the Education Information Policy. The two interventions will run concurrently and will complement each other in improving the critical processes ranging from data collection to reporting.

Performance Planning and Monitoring

The Department will be strengthening its capacity for planning and monitoring the performance of the system during the next MTEF period. This follows the establishment of a Chief Directorate: Planning in the new organisational structure, with the sole purpose of improving planning capacity, determining the allocation of resources; and monitoring and reporting on the performance of the system against a series of performance indicators outlined in the Annual Performance Plan. The reporting also measures the performance of the provincial education system in relation to the achievement of the Millennium Development Goals.

Part B: Three-year Strategic Plan

1. *Introduction*

This section of the Strategic Plan presents the key outputs that will be delivered by the different Branches of the KwaZulu-Natal Department of Education in the next three years. The structure of the strategic plan reflects the organisational structure of the Department to ensure that there is clarity on the major outputs that are expected of each Branch.

There are four Branches in the Department, namely:

(a) Chief Financial Officer

The Branch: Chief Financial Officer was established with a purpose of providing financial and procurement services. Its critical functions include financial services; supply chain management; financial support services; internal control services and all other functions prescribed by the PFMA.

(b) Human Resource and Administration Services

The purpose of the Human Resource and Administrative Services Branch is to provide human resource and administrative services in the Department, which include general human resource services, administrative services as well as providing support to the MEC and the Superintendent-General.

(c) Planning and Support

The Planning and Support Branch was established to provide planning support services. The main functions of the Branch include providing strategic management support; planning for the allocation of critical resources to schools; quality assurance and assessment; and curriculum services. The Branch is also responsible for the timely provision of appropriate LTSM to schools as well as the delivery of physical infrastructure in the province.

(d) Service Delivery Management

Branch Service Delivery was established to manage education service delivery in the province. The main functions of the Branch include managing education service delivery through District Offices; ensuring effective and efficient functioning of the District Offices and education institutions; coordinating communication between Head Office and District Offices; managing service delivery by FET Colleges; and providing specialised support services.

Branch: Finance

Strategic Goal	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Result Area: Financial Services				
Eliminate fraud, corruption and maladministration.	Promote a corporate culture of ethics, professionalism and accountability supporting well controlled systems.	Alignment of budgets to address the priorities of government with a pro poor-focus	Performance-driven budgets to address the priorities of government with a pro poor focus	Budgets to address the priorities of government with a pro poor focus
	Receive an unqualified audit report	Receive an unqualified audit report	Receive an unqualified audit report	Receive an unqualified audit report
	Develop and implement efficient asset and inventory control systems and measures.	Implement efficient asset and inventory control systems and measures.	Implement efficient asset and inventory control systems and measures.	Implement efficient asset and inventory control systems and measures.
	Implement efficient asset and inventory control systems and measures.	Implement efficient asset and inventory control systems and measures.	Implement efficient asset and inventory control systems and measures.	Implement efficient asset and inventory control systems and measures.
	improve contract management systems	improved management of all contracts	Efficient management of all contracts	Efficient management of all contracts
	Implement systems to prevent unauthorized, irregular, fruitless and wasteful expenditure.	Implement systems to prevent unauthorized, irregular, fruitless and wasteful expenditure.	Implement systems to prevent unauthorized, irregular, fruitless and wasteful expenditure.	Implement systems to prevent unauthorized, irregular, fruitless and wasteful expenditure.
Key Result Area: Financial Support Services				
Eliminate fraud, corruption and maladministration.	Promote a corporate culture of ethics, professionalism and accountability, supporting well controlled systems.	Institute systems of sound financial management controls, processes and procedures	Institute systems of sound financial management controls, processes and procedures	Institute systems of sound financial management controls, processes and procedures
	Develop and align Departmental systems to the requirements of the PFMA, Treasury Regulations, GRAP, and other relevant legislation.	Conduct the business of the Department in terms of the PFMA, Treasury Regulations, GRAP, and other relevant legislation.	Monitor Departmental compliance with PFMA, Treasury Regulations, GRAP and other relevant legislation.	Monitor Departmental compliance with PFMA, Treasury Regulations, GRAP and other relevant legislation.
	Establish a master plan for integration of financial management systems	Integrate BAS, Persal, Vulindlela, EMIS, and Norms and Standards	Monitor the integration of BAS, Persal, Vulindlela, EMIS and Norms and Standards	Monitor the integration of BAS, Persal, Vulindlela, EMIS and Norms and Standards

Branch: Finance

Strategic Goal	Strategic Objectives	Outputs	
		2007/08	2008/09
Key Result Area: Supply Chain Management			
Transform the Department into 21st century learning organization focused on results, high performance, effective communication and quality service delivery.	Ensure good corporate governance	Develop and implement a supply chain management system in the department	Implement a supply chain management system in the department
	Implement an effective performance measurement system throughout the department	Develop and implement an effective procurement planning and management system	Implement an effective procurement planning and management system
	Ensure good corporate governance	Develop and implement an effective preferential procurement policy	Implement an effective preferential procurement policy
Key Results Area: Internal Control			
Eliminate fraud, corruption and maladministration.	Promote a corporate culture of ethics, professionalism and accountability supporting well controlled systems.	Develop and implement a fraud prevention plan.	Implement a fraud prevention plan.
	Develop and implement systems to mitigate risks	Develop and implement systems to mitigate risks	Develop and implement systems to mitigate risks
	Conduct forensic audits	Conduct forensic audits	Conduct forensic audits
	Develop and implement systems to address financial queries.	Develop and implement systems to address financial queries.	Develop and implement systems to address financial queries.

Branch: Service Delivery Management

Strategic Goal	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Results Area: Management of Programmes and Projects				
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 21st century.	To improve Maths, Science and Technology results	Monitor and support schools to attain higher educational outcomes	Monitor and support schools to attain higher educational outcomes	Monitor and support the schools to attain higher educational outcomes
	To increased number of learners especially girls taking the subjects.	Promote and support Maths Science and Technology in schools to address the skills needs of the country	Promote and support Maths Science and Technology in schools to address the skills needs of the country	Promote and support Maths Science and Technology in schools to address the skills needs of the country
	To increased numbers of female learners in FET colleges.	Increase the number of women learners enrolling at FET Institutions	Increase the number of women learners enrolling at FET Institutions	Increase the number of women learners enrolling at FET Institutions
	To support the eleven new Programmes in FET colleges.	Implement the new curriculum for FET institutions	Implement the new curriculum for FET institutions	Implement the new curriculum for FET institutions
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 21st century.	Enhance the quality of learning.	Education centres to support the curriculum	Education centres to support the curriculum	Education centres to support the curriculum
		Implement the School Nutrition Programme to mitigate poverty.	Implement the School Nutrition Programme to mitigate poverty.	Implement the School Nutrition Programme to mitigate poverty.
		Implement literacy/ reading programmes to improve educational outcomes	Implement literacy/ reading programmes to improve educational outcomes	Implement literacy/ reading programmes to improve educational outcomes
		Progressively implement the Inclusive Education policy in all phases	Progressively implement the Inclusive Education policy in all phases	Progressively implement the Inclusive Education policy in all phases
Deal urgently and purposefully with the HIV and AIDS pandemic as part of an integrated provincial response	Develop programmes to counter the negative effects of HIV and AIDS in schools.	Develop and implement the HIV and AIDS Life Skills Programme in all phases	Develop and implement the HIV and AIDS Life Skills Programme in all phases	Develop and implement the HIV and AIDS Life Skills Programme in all phases

Branch: Service Delivery Management

Strategic Goal	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
<i>Key Results Area: Administration, Management And Governance Support</i>				
Transform the Department into a 21st century learning organization focused results, high performance, effective communication and quality service delivery.	Improve the quality of education management, administration and governance at all levels. Develop the human resource capacity of the Department to meet the highest standards of professionalism in line with the requirement of the Employment Equity Act and other transformation targets.	Support school governing bodies Develop the capacity of school management teams Develop the capacity of school management teams to management finances Develop and implement a service delivery improvement plan and school development plan Develop and implement systems for planning, monitoring and reporting at all levels. Identify and report on the infrastructure needs of the Department	Support school governing bodies Develop the capacity of school management teams Develop the capacity of school management teams to management finances Develop and implement a service delivery improvement plan and school development plan Develop and implement systems for planning, monitoring and reporting at all levels. Identify and report on the infrastructure needs of the Department	Support school governing bodies Develop the capacity of school management teams Develop the capacity of school management teams to management finances Develop and implement a service delivery improvement plan and school development plan Develop and implement systems for planning, monitoring and reporting at all levels. Identify and report on the infrastructure needs of the Department
		Develop and implement Education Service Delivery Management policies and guidelines.	Develop and implement Education Service Delivery Management policies and guidelines.	Implement the following performance management systems: IQMS, PMDS and GEPMDS
		Implement the following performance management systems: IQMS, PMDS and GEPMDS	Ensure proper asset management and record keeping systems.	Implement the following performance management systems: IQMS, PMDS and GEPMDS
	Eliminate fraud, corruption and maladministration.	Develop and implement asset management and recording systems.	Implement systems for records management.	Ensure proper asset management and record keeping systems.
		Develop and implement systems for records management.	Implement systems for records management.	Implement systems for records management.

Branch: Service Delivery Management

Strategic Goal	Strategic Objectives	Outputs	
		2007/08	2008/09
Key Results Area: Instructional Support and Resources			
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 21st century.	To provide instructional support and resources to meet identified needs.	Transform the curriculum to meet the needs of the economy	Transform the curriculum to meet the needs of the economy
	Improve educational outcomes at all levels	Improve performance in Grade 3: 6:9 and 12	Improve performance in Grade 3: 6:9 and 12
	Provide focused on-site support for curriculum delivery.	Provide focused on-site support for curriculum delivery.	Provide focused on-site support of curriculum delivery.
	Provide access and support to learners with special educational needs	Provide access and support to learners with special educational needs	Provide access and support to learners with special educational needs
	Provide materials and programmes to support the curriculum.	Provide materials and programmes to support the curriculum	Provide materials and programmes to support the curriculum
Provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions.	Develop and address programmes of curriculum redress in under-resourced schools.	Roll out ICT to school to meet 2013 targets	Roll out ICT to school to meet 2013 targets
	Provide access and support to learners in FET institutions	Provide access and support to learners in FET institutions	Provide access and support to learners in FET institutions
	Monitor the functioning of education centres	Monitor the functioning of education centres	Monitor the functioning of education centres

Branch: Service Delivery Management

Strategic Goal	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Results Area: Provision Of Education Opportunities				
Provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions.	To provide access in schools in accordance with the policy of Inclusive Education To support independent and home schooling in accordance with relevant acts To support FET colleges	Transform the curriculum to meet the needs of the economy Improve educational outcomes at all levels Provide focused on-site support for curriculum delivery. Provide access and support to learners with special educational needs Provide materials and programmes to support the curriculum.	Transform the curriculum to meet the needs of the economy Improve performance in Grade 3: 6:9 and 12 Provide focused on-site support for curriculum delivery. Provide access and support to learners with special educational needs Provide materials and programmes to support the curriculum	Transform the curriculum to meet the needs of the economy Improve performance in Grade 3: 6:9 and 12 Provide focused on-site support of curriculum delivery. Provide access and support to learners with special educational needs Provide materials and programmes to support the curriculum
Provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions.	Develop and address programmes of curriculum redress in under-resourced schools.	Provide greater access and support to vulnerable children Identify needs for infrastructure facilities Provide auxiliary support services at all levels Register, monitor and support independent and home schools.	Provide greater access and support to vulnerable children Identify needs for infrastructure facilities Provide auxiliary support services at all levels Register, monitor and support independent and home schools.	Provide greater access and support to vulnerable children Identify needs for infrastructure facilities Provide auxiliary support services at all levels Increase the number of FET college sites
		Increase the number of FET college sites	Increase the number of FET college sites	Increase the number of FET college sites

Branch: Service Delivery Management

Strategic Goals	Strategic Objectives	Outputs	
		2007/08	2008/09
<i>Key Results Area: Internal and External Stakeholder Management</i>			
Transform the Department into a 21st century learning organization focused results, high performance, effective communication and quality service delivery,	Ensure that Batho Pele principles are implemented.	Implement all the Batho Pele principles in the working environment	Continuously improve the quality of services rendered
		Manage relationships with other Departments, NGOs, Unions and other social partners and governance structures	Improve relationships with other Departments, NGOs, Unions and other social partners and governance structures
<i>Key Results Area: Skills Development</i>			
	Develop the human resource capacity of the Department to meet the highest standards of professionalism in line with the requirement of the Employment Equity Act and other transformation targets	To provide continuous professional development and skills	Develop capacity to improve performance Initiate poverty alleviation programmes Increase learner output and outcomes at FET institutions to meet the needs of the economy
			Develop capacity to improve performance Support poverty alleviation programmes Increase learner output and outcomes at FET institutions to meet the needs of the economy
<i>Key Results Area: Performance Management and Assessment</i>			
	Develop the human resource capacity of the Department to meet the highest standards of professionalism in line with the requirement of the Employment Equity Act and other transformation targets.	To improve the performance or output of the educational system.	Develop and implement strategies for poor performing schools Manage learner attainment and assessment Plan, manage and monitor examinations
			Develop and implement strategies for poor performing schools Manage learner attainment and assessment Plan, manage and monitor examinations

Branch: Human Resources And Administrative Services

Strategic Goals	Strategic Objectives	Outputs		2009/10
		2007/08	2008/09	
Key Results Area: Organisational Development, Work Processes and Job Grading				
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	Ensure good corporate governance	Review and develop systems to increase efficiency, effectiveness and economical use of resources and advise on efficacy of the organizational structure.	Implement systems to increase efficiency, effectiveness and economical use of resources and advise on efficacy of the organizational structure.	Monitor the implementation of systems to increase efficiency, effectiveness and economical use of resources and advise on efficacy of the organizational structure.
		Conduct job evaluation in terms of the Public Service Regulations.	Conduct job evaluation in terms of the Public Service Regulations.	Conduct job evaluation in terms of the Public Service Regulations.
		Review forms for the use by the whole system	Review forms for the use by the whole system	Review forms for use by the whole system
		Re-engineer and implement business processes and workflow processes	Implement business processes and workflow processes	Monitor business processes and workflow processes for continuous improvement
Key Results Area: Legal Services				
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	Ensure good corporate governance.	Improve systems for the provision of general legal advice.	Provide efficient general legal advice.	Monitor service levels for the provision of general legal advice.
		Draft proposed legislation and provincial gazette notices.	Draft proposed legislation and provincial gazette notices.	Draft proposed legislation and provincial gazette notices.
		Effectively manage litigation by and against the Department.	Effectively manage litigation by and against the Department.	Effectively manage litigation by and against the Department.
Key Results Area: Providing Safe and Secure Work Environment				
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	Ensure good corporate governance.	Devise a security plan	Implement and monitor security plan	Implement and monitor security plan
		Manage the implementation of security measures at all levels of the Department.	Manage the implementation of security measures at all levels of the Department.	Monitor the management of security measures at all levels of the Department.
		Assess security risks and threats in the Department.	Implement measures to mitigate security risks and threats in the Department.	Implement measures to manage security risks and threats in the Department.

Branch: Human Resources And Administrative Services

Strategic Goals	Strategic Objectives	Outputs	
		2007/08	2008/09
Key Results Area: Information Technology Services and Support			
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery	Ensure good corporate governance	Manage service level agreements related to ICT systems.	Manage service level agreements related to ICT systems.
	Co-ordinate the design, maintenance and implementation of computer systems.	Co-ordinate the design, maintenance and implementation of computer systems.	Co-ordinate the design, maintenance and implementation of computer systems.
	Provide resources to meet identified needs across the phases.	Develop an integrated IT plan to enhance service delivery.	Implement ICT programmes to enhance service delivery
		Roll out ICT at schools, Education centres and FET colleges	Roll out ICT at schools, Education centres and FET colleges
Key Results Area: Auxiliary Support Services			
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	Ensure good corporate governance and that Batho Pele principles are implemented to achieve service excellence.	Provide auxiliary support services.	Provide auxiliary support services.
	Design and implement an efficient records management system.	Implement and maintain an efficient records management system.	Maintain a records management system.
	Develop systems to manage the vehicle fleet of the Department	Implement the Departmental fleet management system	Implement the Departmental fleet management system
	Develop and maintain the electronic communication system	Develop and maintain the electronic communication system	Develop and maintain the electronic communication system
	Create a safe and secure work-environment	Create a safe and secure work-environment	Create a safe and secure work-environment
	Enhance the improvement of service delivery through the implementation of Batho Pele principles	Implement service delivery improvement plans in accordance with the Batho Pele principles	Implement and monitor service levels in line with the Batho Pele principles

Branch: Human Resources And Administrative Services

Strategic Goals	Strategic Objectives	Outputs	
		2007/08	2008/09
Key Results Area: Manage Human Resource Provision			
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	Ensure that Batho Pele principles are implemented to achieve service excellence. Ensure good corporate governance.	Enhance the improvement of service delivery through the implementation of Batho Pele principles	Implement service delivery improvement plans in accordance with the Batho Pele principles
		Develop a strategy to improve communication with all stakeholders	Implementation of the communication strategy
		Design systems to manage staff establishment.	Implement systems to manage staff establishment.
		Provide services with regard to the recruitment of staff including compilation of draft bulletins.	Provide services with regard to the recruitment of staff including compilation of draft bulletins.
		Facilitate performance management and development systems.	Facilitate performance management and development systems.
	Promote employment equity	Develop the Department's employment equity plans, with targets aligned to the EEA.	Implement equity plans.
Eliminate fraud, corruption and maladministration.	Promote a corporate culture of ethics, professionalism and accountability supporting well-controlled systems.	Promote professionalism and accountability.	Promote professionalism and accountability.

Branch: Human Resources And Administrative Services

Strategic Goals	Strategic Objectives	Outputs	
		2007/08	2008/09
Key Results Area: Conditions of Service			
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	Ensure that Batho Pele principles are implemented to achieve service excellence.	Design systems to manage all aspects of service conditions	Manage all aspects of service conditions
		Implement conditions of service in accordance with policy	Implement conditions of service in accordance with policy
Key Results Area: Employee Relations			
	Ensure that Batho Pele principles are implemented to achieve service excellence.	Develop and implement systems and processes to enhance employee relations	Implement systems and processes to enhance employee relations
	Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	Implement disciplinary proceedings	Implement disciplinary proceedings
		Implement dispute resolution proceedings	Implement dispute resolution proceedings
		Co-ordinate bargaining Council processes	Co-ordinate bargaining Council processes
Key Results Area: Educator Human Resource Development			
	Provide educator capacity development programmes at all phases	Implement Continuous Professional Development Support	Implement Continuous Professional Development Support
	Ensure sustainable capacity building programmes.	Monitor and support National Teaching Awards (NTA).	Monitor and support National Teaching Awards (NTA).
		Induct newly appointed educators, SMTs and Managers.	Induct newly appointed educators, SMTs and Managers.
		Conduct school leadership and management training.	Conduct school leadership and management training.

Branch: Human Resources And Administrative Services

Strategic Goals	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Results Area: Educator Human Resource Development				
Develop the human resource capacity of the Department to meet the highest standard of professionalism in line with the requirement of applicable legislation and policies.	Ensure sustainable capacity building programmes.	Monitor and support National Teaching Awards (NTA).	Monitor and support National Teaching Awards (NTA).	Monitor and support National Teaching Awards (NTA).
	Provide effective and efficient planning, human resources and administration services	Administer IQMS for school-based and FET educators and manage performance of all other staff.	Administer IQMS for school-based and FET educators and manage performance of all other staff.	Administer IQMS for school-based and FET educators and manage performance of all other staff.
		Manage recruitment processes.	Manage recruitment processes.	Manage recruitment processes.
		Implement Competency Assessment for SMS members.	Implement Competency Assessment for SMS members.	Implement Competency Assessment for SMS members.
		Monitor development of human resources plan which includes reporting on the Employment Equity plan to the Department of Labour.	Monitor development of human resources plan which includes reporting on the Employment Equity plan to the Department of Labour.	Monitor development of human resources plan which includes reporting on the Employment Equity plan to the Department of Labour.
		Identify and address current risks pertaining to the management and control of PERSAL.	Identify and address current risks pertaining to the management and control of PERSAL.	Identify and address current risks pertaining to the management and control of PERSAL.
		Conduct establishment audit and align it with the approved organizational structure.	Conduct establishment audit and align it with the approved organizational structure.	Conduct establishment audit and align it with the approved organizational structure.
		Develop and manage a strategy for the implementation of PPN.	Implement post provisioning norms	Implement post provisioning norms
		Provide effective and efficient planning, human resources and administration services.	Implement systems and procedures for improved efficiency in the management of leave, pensions, compensation and benefits of employees.	Implement systems and procedures for improved efficiency in the management of leave, pensions, compensation and benefits of employees.

Branch: Human Resources And Administrative Services

Strategic Goals	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Results Area: Educator Human Resource Development				
Develop the human resource capacity of the Department to meet the highest standard of professionalism in line with the requirement of applicable legislation and policies.	To develop employees of the Department to perform better.	Manage and monitor the Skills Development programmes of the Department and align with the organization objectives.	Manage and monitor the Skills Development programmes of the Department and align with the organization objectives.	Manage and monitor of the Skills Development programmes of the Department and align with the organization objectives.
		Identify developmental needs of educators as identified in the IQMS and facilitate relevant development programmes.	Identify developmental needs of educators as identified in the IQMS and facilitate relevant development programmes.	Identify developmental needs of educators as identified in the IQMS and facilitate relevant development programmes.
		Administer and monitor bursaries and internships.	Administer and monitor bursaries and internships.	Administer and monitor bursaries and internships.
		Develop and monitor the Service Delivery Improvement programme.	Develop and monitor the Service Delivery Improvement programme.	Develop and monitor the Service Delivery Improvement programme.
		Manage the provision of employees assistance and wellness programme, including HIV/AIDS.	Manage the provision of employees assistance and wellness programme, including HIV/AIDS.	Manage the provision of employees assistance and wellness programme, including HIV/AIDS.

Branch: Human Resources And Administrative Services

Strategic Goals	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Results Area: Media Liaison and Communication				
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	Ensure effective liaison between the MEC and the Administrative Head of the Department.	Develop systems for co-ordination of co-functions in the office of the MEC and SG.	Implement systems for co-ordination of co-functions in the office of the MEC and SG.	Develop systems for co-ordination of co-functions in the office of the MEC and SG.
	Develop workflow systems to address National Parliament and Provincial Legislature queries	Implement workflow systems to address National Parliament and Provincial Legislature queries	Implement workflow systems to address National Parliament and Provincial Legislature queries	Implement workflow systems to address National Parliament and Provincial Legislature queries
	Develop systems for management of correspondence between the Office of the MEC and SG.	Develop systems for management of correspondence between the Office of the MEC and SG.	Develop systems for management of correspondence between the Office of the MEC and SG.	Develop systems for management of correspondence between the Office of the MEC and SG.
	Implement the Citizen's and Service Delivery Charters	Implement the Citizen's and Service Delivery Charters	Implement the Citizen's and Service Delivery Charters	Implement the Citizen's and Service Delivery Charters
	To inform internal and external stakeholders about the programmes and activities of the Department.	Put in place effective communication systems and procedures.	Put in place effective communication systems and procedures.	Put in place effective communication systems and procedures.
	Co-ordinate Media Liaison and internal communication with all stakeholders	Co-ordinate Media Liaison and internal communication with all stakeholders	Co-ordinate Media Liaison and internal communication with all stakeholders	Co-ordinate Media Liaison and internal communication with all stakeholders
	Develop internal and external communication strategies and policy.	Develop internal and external communication strategies and policy.	Implement internal and external communication strategies and policy.	Implement internal and external communication strategies and policy.
	To provide instructional support and resources for effective service delivery.	Respond to the Portfolio Committee, Cabinet Clusters, CEM, HEDCOM, FOSAD and Inter-sectoral Committees queries	Respond to the Portfolio Committee, Cabinet Clusters, CEM, HEDCOM, FOSAD and Inter-sectoral Committees queries	Respond to the Portfolio Committee, Cabinet Clusters, CEM, HEDCOM, FOSAD and Inter-sectoral Committees queries
	Develop systems to manage relationship among the three spheres of government	Implement systems to manage relationship among the three spheres of government	Implement systems to manage relationship among the three spheres of government	Implement systems to manage relationship among the three spheres of government

Branch: Human Resources And Administrative Services

Strategic Goals	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Results Area: Intergovernmental Relations				
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	To provide instructional support and resources for effective service delivery.	Interrogate and advise the Department on Municipal IDPs	Interrogate and advise the Department on Municipal IDPs	Interrogate and advise the Department on Municipal IDPs
	Support the MEC and SG in intergovernmental relations matters	Support the MEC and SG in intergovernmental relations matters	Support the MEC and SG in intergovernmental relations matters	Support the MEC and SG in intergovernmental relations matters
Key Results Area: Public / Private Partnerships and Gender Issues				
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	To guide and manage special projects assigned by the MEC.	Set up resources for community outreach programmes and projects.	Set up resources for community outreach programmes and projects.	Set up resources for community outreach programmes and projects.
	Co-ordinate all public/private partnerships	Co-ordinate all public/private partnerships	Co-ordinate all public/private partnerships	Co-ordinate all public/private partnerships
Promote Gender Equity and Equality.	Manage all gender related issues	Manage all gender related issues	Manage all gender related issues	Manage all gender related issues
	Monitor the implementation of the Department's Employment Equity Plan.	Monitor the implementation of the Department's Employment Equity Plan.	Monitor the implementation of the Department's Employment Equity Plan.	Monitor the implementation of the Department's Employment Equity Plan.

Branch: Planning And Support

Strategic Goals	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Result Area: Curriculum Transformation and Educator Support in GET Phase				
To 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 twenty-first century	To monitor and support the implementation of the Revised National Curriculum Statements in Grades 1 - 9	Guidelines for the selection of learner support material in Grades R-9 are circulated to all schools	Selection of learner support material by schools is informed by curriculum considerations	Support schools in selecting suitable learner support material for all grades in the GET phase
	Workshop and support educators on the RNCS targeting literacy, life orientation, technology, and arts, & culture	Workshop and support educators on the RNCS targeting literacy, life orientation, technology, and arts, & culture	Workshop and support educators on the RNCS targeting literacy, life orientation, technology, and arts, & culture	Workshop and support educators on the RNCS targeting literacy, life orientation, technology, and arts, & culture
	Evaluation of the implementation of the Revised National Curriculum Statements in Foundation Phase	Design support programmes to deal with problem areas.	Targeted and continuous support provided to teachers	Targeted and continuous support provided to teachers
	Support provided to educators on the implementation of new assessment protocols	Support provided to educators on the implementation of new assessment protocols	Support provided to educators on the implementation of new assessment protocols	Support provided to educators on the implementation of new assessment protocols
	Provide appropriate life skills to deal with HIV/AIDS.	Develop materials on HIV/AIDS to support the NCS	Develop materials on HIV/AIDS to support the NCS	Develop materials on HIV/AIDS to support the NCS
Key Result Area: Curriculum Transformation and Educator Support in FET Phase (Schools)				
To 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 twenty-first century	To monitor and support the implementation of the National Curriculum Statements in Grades 10 - 12	Plan and implement an educator support programme for the FET band	Plan and implement an educator support programme for the FET band	Plan and implement an educator support programme for the FET band
	Develop monitoring instruments and evaluate NCS implementation in Grades 10 - 12.	Evaluate the effectiveness of NCS implementation in FET band.	Evaluate the effectiveness of NCS implementation in FET band.	Evaluate the effectiveness of NCS implementation in FET band.
	To improve the quality of teaching in Maths, Science & Technology as part of the curriculum redress strategy and innovation.	A provincial curriculum redress strategy to ensure equitable access to curriculum choices for Grades 10 to 12	Progressive implementation of the curriculum strategy, aligned to other provincial strategies for improving learning outcomes	Progressive implementation of the curriculum strategy, aligned to other provincial strategies for improving learning outcomes

Branch: Planning And Support

Strategic Goals	Strategic Objectives	Outputs	
		2007/08	2008/09
Key Result Area: Curriculum Transformation and Educator Support in FET Phase (Schools)			
To 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 twenty-first century	To monitor and support the implementation of the National Curriculum Statements in Grades 10 - 12	Implementation of Mathematical literacy in FET Band	Improve quality of Maths , Science and Technology teaching in FET band
	Guidelines for the selection of learner support material in Grades 10 - 12 are circulated to all schools	Support schools in selection of learner support material for all FET phases	Support schools in selection of learner support material for all FET phases
	Grade 12 improvement strategy is developed and implemented, focusing on the curriculum aspect	Grade 11- 12 improvement strategy is developed and implemented, focusing on the curriculum aspect	Grade 10 - 12 improvement strategy is developed and implemented, focusing on the curriculum aspect
	Grade 12 improvement strategy is developed and implemented, focusing on the curriculum aspect	Grade 11- 12 improvement strategy is developed and implemented, focusing on the curriculum aspect	Grade 10 - 12 improvement strategy is developed and implemented, focusing on the curriculum aspect
Key Result Area: Promotion of Information & Communication Technologies; Maths and Science			
To 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 twenty-first century.	To improve participation and learner performance in Maths and Science	Provide focused support to Dinaledi schools	Provide focused support to Dinaledi schools
	Support educators in the teaching of maths and Science.	Support educators in the teaching of maths and Science.	Support educators in the teaching of maths and Science.
	Increase performance and participation of African learners in Maths and Science.	Increase performance and participation of African learners in Maths and Science.	Increase performance and participation of African learners in Maths and Science.
	To ensure that learner and educators are ICT competent and have access to ICTs	Provide ICT training and support.	Provide ICT training and support.
	40% of schools to be provided with physical resources.	60% of schools to be provided with physical resources.	70% of schools to be provided with physical resources.

Branch: Planning And Support

Strategic Goals	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Result Area: Promotion of Information & Communication Technologies; Maths and Science				
To 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 twenty-first century.	To ensure that learner and educators are ICT competent and have access to ICTs	Computer Laboratories are established in 10% of secondary schools. 10% of the schools have ICT connectivity.	Computer Laboratories are established in 20% of secondary schools. 20% of the schools have ICT connectivity.	Computer Laboratories are established in 30% of secondary schools. 30% of the schools have ICT connectivity.
Key Result Area: Promotion of Early Childhood Education				
To 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 twenty-first century	To provide ECD at the Grade R level in accordance with White Paper 5	A provincial Strategy for Grade R Roll-Out is published	Progressive implementation of the Strategy, beginning with providing Grade R in Quintiles 1 and 2	Progressive implementation of the Strategy, expanding to other Quintiles
	Develop resource targeting list, identifying schools that will receive Grade R resources during 2007/8	Develop resource targeting list, identifying schools that will receive Grade R resources during 2008/9	Develop resource targeting list, identifying schools that will receive Grade R resources during 2009/10	Develop resource targeting list, identifying schools that will receive Grade R resources during 2009/10
	To provide resources for the ECD sites	Offer continuous ECD training to Grade R educators.	Offer continuous ECD training to Grade R educators.	Train all Grade R educators.
	To provide job opportunities and training to Pre-Grade R practitioners in accordance with the requirements of the integrated plan, EPWP and learnerships	Continuous management training for management structures of centres.	Continuous management training for management structures of centres.	Advanced training of improvisation offered.
		Monitor the effectiveness of ECD as part of EPWP	Monitor the effectiveness of ECD as part of EPWP	Monitor the effectiveness of ECD as part of EPWP
		Use the ECD programme to create jobs in the community	A selected number of cooks, toy makers, gardeners and site managers would have received training.	An additional number of selected cooks, gardeners and site managers would have received training.

Branch: Planning And Support

Strategic Goals	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Result Area: Promotion of Adult Basic Education and Training				
To 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 twenty-first century.	To provide access to ABET programmes for adult learners	Number of ABET learners relative to adults in the population in 2007/08 is increased.	Number of ABET learners relative to adults in the population in 2008/09 is increased.	Number of ABET learners relative to adults in the population in 2009/10 is increased.
	Offer Skills Development programmes at different PALC's thus increasing number to 400.	Offer Skills Development programmes at different PALC's thus increasing number to 600.	Offer Skills Development programmes at different PALC's thus increasing number to 800.	Offer Skills Development programmes at different PALC's thus increasing number to 800.
Key Result Area: Resource Planning				
To provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions	To ensure allocation of resources in favour of the poor to effect redress and equity in accordance with the National Norms and Standards for School Funding	Develop resource targeting list based on the national re-ranking table and identify schools for declaration as no fee in 2008	Develop resource targeting list based on the national re-ranking table and identify schools for declaration as no fee in 2009	Develop resource targeting list based on the national re-ranking table and identify schools for declaration as no fee in 2010
	Develop mechanisms for dealing with contestations and ensure that all contestations are addressed within stipulated timeframes	Develop mechanisms for dealing with contestations and ensure that all contestations are addressed within stipulated timeframes	Develop mechanisms for dealing with contestations and ensure that all contestations are addressed within stipulated timeframes	Develop mechanisms for dealing with contestations and ensure that all contestations are addressed within stipulated timeframes
	To determine the allocation of teaching posts to schools in accordance with the Post Provisioning Norms	Determine and implement the 2008 educator basket based on policy and budgetary considerations	Determine and implement the 2009 educator basket based on policy and budgetary considerations	Determine and implement the 2010 educator basket based on policy and budgetary considerations
	To provide support to Independent schools that qualify	Determine independent schools that qualify for government subsidies in accordance with the criteria set out in the National Norms and Standards for School Funding	Determine independent schools that qualify for government subsidies in accordance with the criteria set out in the National Norms and Standards for School Funding	Determine independent schools that qualify for government subsidies in accordance with the criteria set out in the National Norms and Standards for School Funding

Branch: Planning And Support

Strategic Goals	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Result Area: Resource Planning				
To provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions	To provide support to Independent schools that qualify	Provide independent schools with their budgets for the 2008/9 financial year	Provide independent schools with their budgets for the 2009/10 financial year	Provide independent schools with their budgets for the 2010/11 financial year
Key Result Area: Learner Support Materials Management				
To 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 twenty-first century	To ensure that all requisitioned LTSM are delivered within the first two weeks of schools reopening	Manage and coordinate LTSM provision for the 2008/09 academic year. At least 90 % of non- section 21 schools to receive a LTSM by first school day	Manage and coordinate LTSM provision for the 2009/10 academic year. At least 90 % of non- section 21 schools to receive a LTSM by first school day	Manage and coordinate LTSM provision for the 2010/11 academic year. At least 90 % of non- section 21 schools to receive a LTSM by first school day
	Design and implement strategy to deal with schools that have not ordered	Design and implement strategy to deal with schools that have not ordered	Design and implement strategy to deal with schools that have not ordered	Design and implement strategy to deal with schools that have not ordered
	Coordinate linkages between curriculum and ordering of LTSM to ensure that orders from schools reflect the curriculum demands and choices in those schools	Coordinate linkages between curriculum and ordering of LTSM to ensure that orders from schools reflect the curriculum demands and choices in those schools	Coordinate linkages between curriculum and ordering of LTSM to ensure that orders from schools reflect the curriculum demands and choices in those schools	Coordinate linkages between curriculum and ordering of LTSM to ensure that orders from schools reflect the curriculum demands and choices in those schools
	Conduct a study to establish a correlation between LTSM ordering practices and school performance	Conduct a study to establish a correlation between LTSM ordering practices and school performance	Conduct a study to establish a correlation between LTSM ordering practices and school performance	Conduct a study to establish a correlation between LTSM ordering practices and school performance

Branch: Planning And Support

Strategic Goals	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Result Area: Information and Systems Management				
To transform the Department into a 21st century learning organization focused on results, high performance, effective communication and quality service delivery	To bring about effective management at all levels of the system	Develop and implement a Web-focus in the Department.	Develop and implement a Web-focus in the Department.	Develop and implement a Web-focus in the Department.
	Implement a GIS to track the location of the Departmental infrastructure.	Implement a GIS to track the location of the Departmental infrastructure.	Implement a GIS to track the location of the Departmental infrastructure.	Implement a GIS to track the location of the Departmental infrastructure.
	Conduct and report on various surveys conducted annually by the system	Conduct and report on various surveys conducted annually by the system	Conduct and report on various surveys conducted annually by the system	Conduct and report on various surveys conducted annually by the system
	Implement SA SAMS in schools with computers.			
	Implement the OCR system			
	Implement LURITS as per DoE's management plan.			
	Conduct research to improve efficiency and effectiveness			
	Manage requests to conduct research			
Key Result Area: Strategic Planning, Monitoring and Reporting				
To transform the Department into a 21st century learning organization focused on results, high performance, effective communication and quality service delivery	To bring about effective management at all levels of the system	Develop and implement a planning and reporting system	Improve planning and reporting system	Improve planning and reporting system
		Monitor performance of the system as per stated targets	Monitor performance of the system as per stated targets	Monitor performance of the system as per stated targets
		Report annually on organizational performance	Report annually on organizational performance	Report annually on organizational performance
		Report quarterly on organizational performance	Report quarterly on organizational performance	Report quarterly on organizational performance
		Report quarterly on performance and the budget	Report quarterly on performance and the budget	Report quarterly on performance and the budget

Branch: Planning And Support

Strategic Goals	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Result Area: Examination Administration				
To 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 twenty-first century	To provide an examination and assessment service for the progression and promotion of learners in public institutions	Implement procedures for the conduct and administration of all public examinations	Implement procedures for the conduct and administration of all public examinations	Implement procedures for the conduct and administration of all public examinations
	Implement procedures for resulting and releasing of exam results	Implement procedures for resulting and releasing of exam results	Implement procedures for resulting and releasing of exam results	Implement procedures for resulting and releasing of exam results
Key Result Area: Design of Assessment and Examination Instruments				
To 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 twenty-first century	To develop provincial policies and implementation strategies for assessment, aligned to national policies	Design appropriate tools and techniques for assessment and examination	Design appropriate tools and techniques for assessment and examination	Design appropriate tools and techniques for assessment and examination
	Monitor and report on learner attainment	Develop strategies to improve learner attainment	Develop strategies to improve learner attainment	Develop strategies to improve learner attainment
Key Result Area: Systemic Evaluation and Quality Assurance				
To 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 twenty-first century	To improve the quality of educational outcomes amongst the poorest learners	Align the quality of assessment activities in the historically advantaged and disadvantaged schools	Align the quality of assessment activities in the historically advantaged and disadvantaged schools	Align the quality of assessment activities in the historically advantaged and disadvantaged schools
	Monitor and report on learner attainment	Develop strategies to improve learner attainment	Evaluation of a sample of schools with a view to assess overall performance	Develop strategies to improve learner attainment
	Evaluation of a sample of schools with a view to assess overall performance	Evaluation of a sample of schools with a view to assess overall performance	Evaluation of a sample of schools with a view to assess overall performance	Evaluation of a sample of schools with a view to assess overall performance
	Conduct an analysis of LTSM procurement processes in 120 sampled Section 20 and 21 schools	Conduct a critical analysis of LTSM procurement processes in 120 sampled Section 20 and 21 schools	Conduct a critical analysis of LTSM procurement processes in 120 sampled Section 20 and 21 schools	Conduct a critical analysis of LTSM procurement processes in 120 sampled Section 20 and 21 schools

Branch: Planning And Support

Strategic Goals	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Result Area: Systemic Evaluation and Quality Assurance				
To 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 twenty-first century	To monitor progress in relation to the effectiveness of the education system	Implement the NSLA in accordance with national and provincial policies	Implement the NSLA in accordance with national and provincial policies	Implement the NSLA in accordance with national and provincial policies
	Implement policy on quarterly assessment at schools.	Implement policy on quarterly assessment at schools.	Evaluation of sample of schools with a view to assess the effectiveness of teaching and learning to apprise the education system	Evaluation of sample of schools with a view to assess the effectiveness of teaching and learning to apprise the education system
	Evaluation of a sample of schools a view to assess the effectiveness of teaching and learning to apprise the education system	Evaluation of sample of schools with a view to assess the effectiveness of teaching and learning to apprise the education system	Develop quality indicators for the system	Develop quality indicators for the system
	Develop quality indicators for the system	Develop quality indicators for the system	Develop quality indicators for the system	Develop quality indicators for the system
Key Result Area: Infrastructure Planning and Delivery Management				
To provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions	To provide space to learners in the public schools in accordance with policy.	Provide a 5 year infrastructure plan for all public schools, including special schools	Update 5 year infrastructure plan for public all schools, including special schools	Update 5 year infrastructure plan for public schools, including special schools
	To provide administration offices and support spaces in accordance with Provision Space Norms for the offices.	Design norms and standards for infrastructure provision in public ordinary and special schools	Design norms and standards for infrastructure provision in public ordinary and special schools	Design norms and standards for infrastructure provision in public ordinary and special schools
		Facilitate the provision of office accommodation	Facilitate the provision of office accommodation	Facilitate the provision of office accommodation
	To produce standard plans for various spaces in educational institutions.	Provide priority list for each sub-programme with concomitant budgets	Provide priority list for each sub-programme with concomitant budgets	Provide priority list for each sub-programme with concomitant budgets

Branch: Planning And Support

Strategic Goals	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Result Area: Infrastructure Planning and Delivery Management				
To provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions	To provide space to learners in the public schools in accordance with policy.	Design norms and standards for office and support spaces Construct new schools where needs are urgent	Design norms and standards for office and support spaces Construct new schools where needs are urgent	Design norms and standards for office and support spaces Construct new schools where needs are urgent
	Implement special infrastructure projects	Implement special infrastructure projects	Implement special infrastructure projects	Implement special infrastructure projects
	To put the basic physical infrastructure for primary schooling in place in accordance with policy	Provide water, sanitation and electricity to schools in the priority list of the infrastructure plan	Provide water, sanitation and electricity to schools in the priority list of the infrastructure plan	Provide all schools with water, sanitation and electricity
	To provide laboratories for schools. To provide requisite infrastructure to support effective teaching & learning	Provide infrastructure to improve the quality of teaching and learning eg laboratories	Provide infrastructure to improve the quality of teaching and learning eg laboratories	Provide infrastructure to improve the quality of teaching and learning eg laboratories

Part C: One-year Operational Plan 2007/08
Branch: Finance

Key Result Area 1: Financial Services

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Eliminate fraud, corruption and maladministration.	Promote a corporate culture of ethics, professionalism and accountability supporting well controlled systems.	Capturing of budget timeously	Reconciling budget between budget statement and BAS	March 2008
Transform the Department into 21st century learning organization focused on results, high performance, effective communication and quality service delivery.	Ensure good corporate governance	Preparation of 07/08 budget Preparation of 08/09 budget Reporting in respect of IYM, Budget, AFS	Budget Submitted to Provincial Treasury within deadlines. Non-adverse report on the department's ability to meet the statutory reporting requirements	15 January 2007 15 January 2008 March 2008

Key Result Area 2: Financial Support Services

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Transform the Department into 21st century learning organization focused on results, high performance, effective communication and quality service delivery.	Ensure good corporate governance	Ensure efficient and effective inventory control.	Full implementation of the SCM system in the Districts.	April 07 - March 08
Eliminate fraud, corruption and maladministration.	Promote a corporate culture of ethics, professionalism and accountability supporting well controlled systems.	Prompt payment for goods and services.	All payments made within 30 days of receiving invoice.	April 07 - March 08

Key Result Area 2: Financial Support Services

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Eliminate fraud, corruption and maladministration.	Promote a corporate culture of ethics, professionalism and accountability supporting well controlled systems.	Accurate completion of Cluster schedules in line with annual financial statements requirements in terms of the PFMA, Treasury Regulations, GRAP, and other relevant legislation. Establish a masters systems plan for integration of systems	Timeous submission of all working papers Finalising and reporting on all SCOPA queries Reduce the number of disclaimers.	January 07 - March 07 August 06 - February 07 April 07- March 08 April 07- March 08

Key Results Area 3: Supply Chain Management

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Transform the Department into 21st century learning organization focused on results, high performance, effective communication and quality service delivery.	Ensure good corporate governance Implement an effective performance measurement system throughout the department Ensure good corporate governance	Implementation of supply chain management in the department. Monitoring SCM Performance Implement an effective procurement management system Co-ordinate the submission of procurement plans	All managers trained in SCM. All SCM practitioners trained on SCM procedures. All service centres submit their monthly reports. Reduced turnaround time in procurement process. All procurement transactions are according to SCM structures. Procurement plans for all directorates submitted for 2007/08.	May 2007 July 2007 Monthly August 2007 28 February 2007 Well informed suppliers and other stakeholders regarding SCM. New policies are introduced.

Key Results Area 4: Internal Control

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Eliminate fraud, corruption and maladministration	Promote a corporate culture of ethics, professionalism and accountability supporting well controlled systems.	Facilitation of risk assessments and discussion sessions within the department	Department of Risk Management Strategy	Quarterly
		Recommendation of development of internal controls to mitigate risks identified		Quarterly
		Number of risk assessments undertaken	March 2008	
	Promote a corporate culture of ethics, professionalism and accountability supporting well controlled systems.	Conduct forensic audits	Number of forensic audits conducted.	March 2008
		Attend to Auditor-General queries.	Absence of outstanding AG queries on the management letter.	31 July 2007
		Manage the annual audit of the Auditor-General.	Prompt provision of information/ documentation requested by the Auditor-General.	31 July 2007
		Provide support to the department in respect of issues raised by Provincial Public Accounts Committee	Absence of unprocessed queries from the committee.	31 March 2008
	Promote a corporate culture of ethics, professionalism and accountability supporting well controlled systems.	Compile a routine inspection programme for the year.	Number of routine inspections conducted.	31 March 2008
		Payroll control.	Payrolls are certified by paymasters and returned to Head Office.	Monthly
		Voucher control.	All vouchers are returned to Head Office for post audit and safekeeping.	Monthly

*Part C: One-year Operational Plan
Branch: Service Delivery Management*

Branch : Service Delivery Management

Key Results Area 1: Management Of Programmes And Projects

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
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 21st century.	Well-equipped Dinaledi schools and quality results. Increased numbers of female learners. Increased numbers of female learners.	Monitor and support the Dinaledi Schools Promote and support Maths Science and Technology in schools Encourage women learners to enrol at FET Institutions	Well-equipped Dinaledi schools and quality results Increased number of learners especially girls taking the subjects Increased numbers of female learners	March 2008 March 2008 March 2008
		Launch of the revised curriculum	Introduction of eleven new Programmes	March 2008
Deal urgently and purposefully with the HIV and AIDS pandemic as part of an integrated provincial response.	Enhance the quality of learning.	Identify, promote and support Education Centres	Education centres fully functional	March 2008
		Monitor and support School Nutrition Programme.	All Quintile 1 and 2 schools are provided with meals.	April 2006 - March 2008
		Implement literacy/ reading programmes	Grade 1-3 learners supplied with a 100 titles of readers	March 2008
		Facilitate the implementation of Inclusive Education in collaboration with other Branches	Inclusive Education Co-ordinating Committees established at all levels	March 2007
		Develop programmes to counter the negative effects of HIV and AIDS in schools.	HIV and AIDS Life Skills Programme	March 2008
			HIV and AIDS implemented in all bands of education.	

Key Results Area 2: Administration, Management And Governance Support

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Transform the Department into a 21st century learning organization focused results, high performance, effective communication and quality service delivery.	Improve the quality of education management, administration and governance at all levels. To facilitate the personal growth and professional development of all staff.	Conduct SGB elections and provide training and manage their functionality. Facilitate the establishment of SGB Fora and Sub-committees.	Functional SGBs in all schools	June - September 2007
Develop the human resource capacity of the Department to meet the highest standards of professionalism in line with the requirement of the Employment Equity Act and other transformation targets.	Induct SMTs. Facilitate filling of vacant posts according to PPN at both schools and FET Institutions.	SGB Fora and Sub-committees are operational Institutions staffed according to PPN	April 2007 - March 2008	February - December 2007
	Induct and provide professional development for middle management.	Middle management inducted and developed	April 2007 - March 2008	April 2007 - December 2007
	Establish District Support Teams according to needs.	District Support Teams are functional	April 2007 - March 2008	April 2007 - March 2008
	Develop and implement Education Service Delivery Management policies and guidelines.	Education Service Delivery Management policies and guidelines are available	December 2007	December 2007
	Ensure implementation of IQMS, PMDS and GEPMDS	Performance agreements signed and submitted	March 2008	March 2008
	Eliminate fraud, corruption and maladministration.	Ensure proper asset management and record keeping. Monitor management of Norms & Standards Funding.	Asset Registers available at all institutions Institutions are managing their budget correctly	March 2008 January - December 2007

Key Results Area 3: Instructional Support And Resources

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
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 21st century.	<p>To provide instructional support and resources to meet identified needs.</p> <p>Provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions.</p>	<p>Support the introduction of IsiZulu in all schools.</p> <p>Monitor and support the implementation of NSLA.</p> <p>Conduct on-site support of curriculum delivery.</p> <p>Support learners with special educational needs</p> <p>Provide materials and programmes to support the curriculum.</p> <p>Develop and address programmes of curriculum redress in under-resourced schools.</p>	<p>All schools offer IsiZulu.</p> <p>Improved performance in Grade 12</p> <p>Improved performance in all phases</p> <p>More schools embracing Inclusive Education</p> <p>Materials and programmes are available.</p> <p>Identified schools provided with computers and training.</p> <p>Identify and Implement FET colleges for Connectivity Project</p>	<p>February - December 2007</p> <p>February - December 2007</p> <p>February - November 2007</p> <p>January - December 2007</p> <p>March 2008</p> <p>December 2007</p> <p>March 2008</p>

Key Results Area 4: Provision Of Education Opportunities

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions.	To provide access in schools in accordance with the policy of Inclusive Education	Increase the number of vulnerable children that attend school	Programmes provided for vulnerable and out of school children	31 March 2008
	Provide infrastructure that complies with Inclusive Education.	Provide infrastructure that complies with Inclusive Education.	Provision of facilities by Infrastructure Planning facilitated	31 December 2007
	Provide mobile libraries in under-resourced areas	Provide mobile libraries in under-resourced areas	All Districts will have mobile libraries	31 January 2008
	To support independent and home schooling in accordance with relevant acts	Facilitate registration of home and independent schools, support and monitor it.	All home and independent schools are registered with the Department and operate according to policy	31 March 2008
	Implement the Recaptlilization Programme of FET Colleges	Establishment of three new sites	Three new sites established	31 March 2008
		Establishment of Student Support Units	Student Support units established	31 March 2008

Key Results Area 5: Internal And External Stakeholder Management

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Transform the Department into a 21st century learning organization focused results, high performance, effective communication and quality service delivery.	Ensure that Batho Pele principles are implemented.	Implement all the Batho Pele Principles in the working environment	Service Charter available in all institutions	March 2008

Key Results Area 6: Skills Development

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Develop the human resource capacity of the Department to meet the highest standards of professionalism in line with the requirement of the Employment Equity Act and other transformation targets.	To provide continuous professional development and skills.	Develop capacity to improve performance Train cooperatives and SMME'S to fight poverty Train educators to run 11 new programmes	Skills audit conducted Accredited and non accredited courses offered Cooperatives and SMME'S are trained Educators are trained	31 March 2008 31 March 2008 31 March 2008 31 January 2008

Key Results Area 7: Performance Management And Assessment

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Supporting curriculum delivery. Communication linkage management between H/O and other social governance structures - stakeholder management.	To improve the performance or output of the educational system.	Compile District Improvement Plans DIP implemented according to targets Manage CASS	Initial evaluation and summative scores submitted CASS records are available in all schools Plan, manage and monitor examinations	April 2007 - March 2008 January - December 2007 February - November 2007 January - December 2007

Part C: One-year Operational Plan
Branch: Human Resources and Administrative Services

Branch: Human Resources And Administrative Services

Key Results Area 1: Manage The Provision Of Organisational Development, Work Processes And Grading Of Jobs

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	Ensure good corporate governance	Review and develop organizational structure. Conduct job evaluation in terms of the Public Service Regulations. Re-engineer business processes	Approved organisational structure. Correctly graded jobs Number of systems and processes compiled	March 2008 March 2008 March 2008

Key Results Area 2:

Manage And Administer The Provision Of Legal Services And Advice On Legislative Compliance Requirements

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	Ensure good corporate governance.	Provide general legal advisory services.. Drafting of legislation.	Number of written and oral opinions finalized. Number of legislations drafted.	March 2008 March 2008

<p>Provide resources to meet identified needs across the phases</p> <p>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 21st century.</p>	<p>Manage litigation by and against the Department.</p> <p>Drafting and vetting of contracts.</p> <p>Provide advice regarding compliance with legislation, policies and procedures.</p>	<p>Number of contracts concluded.</p> <p>Number of litigation cases managed</p> <p>Number of legal compliance undertaken and successfully completed.</p>	<p>March 2008</p> <p>March 2008</p> <p>March 2008</p>
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Key Results Area 3: Provision Of Administrative Support And A Conducive Work Environment

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Eliminate fraud, corruption and maladministration.	Promote a corporate culture of ethics, professionalism and accountability supporting well-controlled systems.	Manage the implementation of security measures. Assess security risks and threats in the Department.	Security measures implemented. Developed policies and guidelines. Security threats and risks reports.	March 2008 March 2008 March 2008

Key Results Area 4: Ensure The Provision Of Information Technology Related Services

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	Provide resources to meet identified needs across the phases. Ensure good corporate governance.	Manage service level agreements related to ICT systems. Co-ordinate the design, maintenance and implementation of computer systems. Develop an integrated IT plan to enhance service delivery.	Number of service level agreements concluded. Number of computerized systems developed. Master Systems Plan in place.	March 2008 March 2008 March 2008

Key Results Area 5: Manage The Provision Of Auxiliary Services

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	Ensure good corporate governance. Ensure that Batho Pele principles are implemented to achieve service excellence.	Provide and manage an effective auxiliary services.	Office support services functional and maintained.	March 2008
		Transport provided and maintained.	March 2008	March 2008
		Provide a conducive working environment by acquiring non-school building (office accommodation).	Adequate and conducive office accommodation available.	March 2008
		Establish and maintain a proper and effective records management system.	Filing systems developed and maintained.	March 2008
		Records management system implemented.	Records management system implemented.	March 2008
		Provide conducive work environment.	Necessary infrastructure and equipment provided.	End of financial year - ongoing
		Keep an accurate record of all KZN vehicles, subsidized cars and hired vehicles.	Data is readily available. Systems are monitored and maintained.	Ongoing
		Effective management of telephone, fax and printing systems.	Maintenance costs are reduced. Reduction in the costs of telephone and fax bills.	Monthly
		Provide general registry services.	Workflow is facilitated and records maintained.	Ongoing
		Provide typing services.	Improved workflow. Communication is facilitated.	Ongoing
		Provide accommodation at District Offices / Circuit Offices and Service Centres.	Needs assessment / requirements are met.	Ongoing
		Assess current control measures.	Reduction of fraudulent activities.	Quarterly March 2008

Key Results Area 6: Manage Human Resource Provision

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	Ensure that Batho Pele principles are implemented to achieve service excellence.	Improve access to service by establishing a Help Desk.	Client satisfaction attained [suggestion box].	31 March 2008
	Establish sound communication lines with our clients.	Relevant information is cascaded to clients.	Ongoing	
	Prompt response to enquiries.	Responses to enquiries are within the stipulated timeframes contained in the Service Commitment Charter.	Ongoing	
	Process appointments, salaries and other related payments.	Payments processed timely.	Ongoing.	
	Manage staff establishment.	Availability of accurate and updated data.	Ongoing	
	Ensure good corporate governance.	Provide services with regard to the recruitment of staff including compilation of draft bulletins.	Timeous filling of posts.	Within 30 days
	Facilitate performance management and development systems.	Qualifying personnel appraised and remunerated.	Quarterly	
	Timeous capture of IQMS scores.	Timeous payment of salary progression to educators.	July/August of each year	
	Timeous implementation of arbitration awards.	All arbitration awards are implemented.	Ongoing	
	Promote employment equity.	Effective management of employment equity plans.	Representativity at the workplace is ensured as stipulated in the plan.	Ongoing
	Eliminate fraud, corruption and maladministration.	Put effective control measures in place.	Reduction of fraud, corruption and maladministration.	Ongoing

Key Results Area 7: Manage Conditions Of Service

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	Ensure that Batho Pele principles are implemented to achieve service excellence.	Prompt processing of resignations and other service terminations.	Payments of service benefits processed timelyously.	Ongoing

Key Results Area 8: Educator Human Resource Development

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Develop the human resource capacity of the Department to meet the highest standard of professionalism in line with the requirement of applicable legislation and policies.	Provide Educator capacity development for all phases	Training, monitoring co-ordinating and supporting the following programmes: MST Educator ACE, NPDE upgrading and re-skilling. FET curriculum management, scarce and critical subject training. COBALT	Identification, recruitment and contracting systems in place. Structure and scheduled INSET programmes.	Ongoing
	Ensure sustainable capacity building programmes.	Co-ordination of CPDS programmes. Monitoring and supporting National Teaching Awards (NTA).	Increased functional stability in schools.	Ongoing
		Ensuring induction programmes for new educators, SMTs and Managers. Conducting school leadership and management training.	Schedule of educators and SMTs that have been inducted.	Ongoing

Key Results Area 9: Provision Of Human Resource Development And Management And Ensure Labour Peace

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Develop the human resource capacity of the Department to meet the highest standard of professionalism in line with the requirement of applicable legislation and policies.	To develop systems and processes for sound labour relations management.	Develop systems/processes for management of healthy employee relations.	System and processes for sound labour relations in place.	Ongoing
	Co-ordinate Collective Bargaining processes.	Participation in both GPSSBC and ELRC.	Participation in both GPSSBC and ELRC.	Ongoing
	Deal with all outstanding disciplinary and dispute cases.	All backlogs in disciplinary and dispute cases will be addressed.		March 2008
	To develop processes for management of performance.	Put in place a system for effective management of performance.	Systems and processes in place for effective performance management.	March 2008
		Administration of IQMS for school-based and FET educators.	Monitoring and control mechanism developed.	November 2007
		Identify and develop capacity required for the effective management of PMDS and IQMD.	Systems and human resources needed for effective management of PMDS and IQMS in place.	July 2007
	Provide effective and efficient planning, human resources and administration services.	Manage recruitment processes.	Reduction in the vacancy rate by filling all funded vacant posts.	June 2007
		Implement Competency Assessment for SMS members.	Voluntary competency assessment for SMS members implemented.	March 2008
		Monitor development of human resources plan which includes reporting on the Employment Equity plan to the Department of Labour.	Approved human resources plan Submission of Equity report to Department of Labour.	June 2007
		Identify and address current risks pertaining to the management and control of PERSAL.	Improved management and security control of PERSAL.	On-going

Key Results Area 9: Provision Of Human Resource Development And Management And Ensure Labour Peace

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Develop the human resource capacity of the Department to meet the highest standard of professionalism in line with the requirement of applicable legislation and policies.	Provide effective and efficient planning, human resources and administration services.	Conduct establishment audit and align it with the approved organizational structure.	Quarterly Oversight Report.	Quarterly
		Develop and manage a strategy for the implementation of PPN.	Approve strategy by Top management and signed resolution at KZN ELRC.	On-going
		All institutions correctly graded and staffed.	All institutions correctly graded and staffed.	On-going
		Reduced number of temporary educators and surplus educators.	On-going	
		The backlog in leave, pensions and other benefits related to conditions of service of employees will be addressed.	November 2007	
		Develop systems and procedures for improved efficiency in the management of leave, pensions, compensation and benefits of employees.	Approved Skills Development Plan.	May 2007
		Management and monitoring of the Skills Development programmes of the Department and align with the organization objectives.	Schedule of trained employees.	Quarterly
		Identify developmental needs of educators as identified in the IQMS and facilitate relevant development programmes.	The backlog in leave, pensions and other benefits related to conditions of service of employees will be addressed.	March 2008
		Administration and monitoring of bursaries and internships.	Educator development needs identified and targeted developmental programmes identified.	
			Schedule of bursary and internship holders.	

Key Results Area 9: Provision Of Human Resource Development And Management And Ensure Labour Peace

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Develop the human resource capacity of the Department to meet the highest standard of professionalism in line with the requirement of applicable legislation and policies.	Provide effective and efficient planning, human resources and administration services.	Develop and monitor the Service Delivery Improvement programme.	Service Delivery Improvement Plan.	March 2008

Key Results Area 10: Media Liaison And Communication

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	Ensure effective liaison between the MEC and the Administrative Head of the Department.	Keep regular communication with the Office of the MEC and the SG.	Co-functions in the office of the MEC and SG are successfully co-ordinated and implemented.	March 2008

Key Results Area 11: Intergovernmental Relations Support

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	To provide instructional support and resources for effective service delivery.	<p>Provide information to respond to the Portfolio Committee, Cabinet Clusters, CEM, HEDCOM, FOSAD and Inter-sectoral Committees.</p> <p>Liaise with the Chief Financial Officer in extracting information pertinent to the Budget Speech and Annual Report.</p>	<p>Templates provided.</p> <p>Inputs from the Branches co-ordinated.</p> <p>Budget Speeches and Annual Reports are maid available on time.</p>	March 2008

Key Results Area 12: Public / Private Partnerships And Gender Issues

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Transform the Department into a 21st century learning organization focused on results, higher performance, effective communication and quality service delivery.	To guide and manage special projects assigned by the MEC.	Set up resources for community outreach programmes and projects.	Resource centres provided.	March 2008
Develop the Human Resources capacity of the Department to meet the highest standard of professionalism in line with the requirements of the Employment Equity Act.	Promote Gender Equity and Equality.	<p>Conduct workshops and organize conferences on gender issues.</p> <p>Monitor the implementation of the Department's Employment Equity Plan.</p>	<p>Gender activities held.</p> <p>Equity targets of the Department are achieved.</p>	<p>March 2008</p> <p>March 2008</p>

*Part C: One-year Operational Plan
Branch: Planning and Support*

Branch: Planning And Support

Key Results Area 1: Curriculum Transformation And Educator Support (Get)

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To 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 twenty-first century	To monitor and support the implementation of the Revised National Curriculum Statements in Grades 1 - 9	Conduct training workshops for Revised National Curriculum Statements for Grade 8 and 9 educators	Grade 8 and 9 educators are trained in the Revised National Curriculum Statements	30 October 2007
	Organise and conduct support workshops for educators in Grades 1-7.	Support Workshops are conducted.		30 September 2007
	Provide ongoing support to subject advisors through training workshops and site visits	Subject advisors are trained		1 - 4 August 2007
	Co-ordinate Road Safety project in this quarter	Projects are implemented		15 September 2007
	To provide resources to meet identified needs across the phases	Evaluate and screen Grade 9 textbooks for the determination of a list of prescribed textbooks for the catalogue	A list of Grade 9 textbooks is available	18 August 2007
	To provide learning and teaching resources to disadvantaged schools	Compile, print and distribute materials to selected schools to improve teaching and learning	Materials are printed and distributed	30 September 2007

Key Results Area 2: Curriculum Transformation And Educator Support (Fet): Schools

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To 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 twenty-first century	To monitor and support the implementation of the National Curriculum Statements in Grades 10 - 12	Conduct workshops for all Grade 11 and 12 educators in the province in preparation for the roll-out of the National Curriculum Statements in Grades '11 and 12 in 2007 & '8 respectively	All Grades 11 and 12 educators in the province receive the mandatory orientation and content training to implement the various subjects of the NCS	3 July 2007 to 4 August 2007
	Provision of LTSM to schools	Grade 10 and 11 text-book catalogue produced and distributed .	Grade 10 and 11 text-book catalogue produced and distributed .	30 Sept. 2007
	To ensure that successful implementation of the Mathematical Literacy as part of the National Curriculum Statements	Conduct a one-day workshop for School Management Teams (SMTs) in all public and private secondary schools with the focus on assessment in the National Curriculum Statements.	Members of SMTs are trained in the Assessment aspect of the NCS in preparation for the final examinations and reports in December 2006.	18 - 21 Sept. 2007
	To improve the quality of teaching in Maths, Science & technology as part of the curriculum redress strategy and innovation.	Nelson Mandela Metropolitan University provides the ACE programme on Mathematical Literacy	Module 1 tuition for registered educators takes place in 12 centres within the province	31 March 2008

Key Results Area 3: Promotion Of Information Technology And Maths, Science And Technology

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To 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 twenty-first century.	<p>To increase the number of girl learners taking Maths and Science</p> <p>To improve learner performance in Maths and Science in Dinaledi schools</p> <p>To ensure that learner and educators are ICT competent and have access to ICTs</p>	<p>Conduct advocacy workshops aimed at increasing participation of girl children in Maths and Science</p> <p>Provide Teacher Resource Packs (Science Equip) and Study masters for Maths and Science to Dinaledi Schools</p> <p>Conduct training workshops in Information and Communication Technologies for FET Educators</p> <p>Conduct training workshops in Information and Communication Technologies for FET Educators for School Management Teams</p> <p>Provide ICT infrastructure to selected schools in accordance with the ICT roll-out plan</p>	<p>An increase in the number of girls taking Maths</p> <p>Resources are provided to Dinaledi Schools</p> <p>10% of FET Educators receive training in CAT/IT</p> <p>School Management Teams received basic computer literacy training</p> <p>60 Schools have access to Computer Laboratories</p> <p>1000 schools are connected</p>	<p>31 March 2008</p> <p>30 September 2007</p> <p>30 August 2007</p> <p>30 September 2007</p> <p>31 March 2008</p> <p>31 March 2008</p>

Key Results Area 4: Promotion Of Early Childhood Education

<i>Strategic Goal</i>	<i>Strategic Objectives</i>	<i>Key Activity</i>	<i>Performance Indicators</i>	<i>Time Frames</i>
To 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 twenty-first century	To provide ECD at the Grade R level in accordance with White Paper 5	Develop the Department's Strategy for the Grade R Roll Out towards the 2010 goals of White Paper 5	The Strategy is published, following consultation with key stakeholders	30 June 2007
	To provide resources for the ECD sites	Provide all the subsidized Grade R (ECD) sites with a subsidy of R1 500 each for resources required for Grade R	R1 500 subsidy is deposited into the banking accounts of the schools and sites with Grade R	30 September 2007
	To improve the capacity of ECD practitioners	Conduct training workshops for 1 200 newly selected Grade R practitioners	All 1 200 newly selected Grade R teachers undergo training in Modules 1,2 &3	31 March 2008
	To provide job opportunities and training to Pre-Grade R practitioners in accordance with the requirements of the integrated plan, EPVWP and learnerships	Coordinate and conduct training workshops at NQF Level 4 for 42 ECD practitioners in Mbazwana	All 42 ECD practitioners receive NQF Level 4 National Certificate	31 March 2008

Key Results Area 5: Promotion Of Adult Basic Education And Training

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To 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 twenty-first century.	To provide access to ABET programmes for adult learners	Increase the number of Public Adult Learning Centres with resources, to improve access to adult basic education and training	Number of ABET learners relative to adults in the population in 2005 is increased.	31 March 2008
	Conduct advocacy campaigns / izimbizo as part of recruitment strategy.	Literacy celebrations throughout the Province		30 September 2007
	Liaising with relevant ABET stakeholders to promote partnership and ABET programmes	More learners registered for ABET programmes with the Department of Education and other stakeholders.	More learners registered for ABET programmes with the Department of Education and other stakeholders.	April - July 2007
	Co-ordinate the design and development of curriculum through relevant unit standards.	Cascade Umalusi CASS report for 2006 and directives for 2007 for all level 4, thirteen (13) Learning Areas.	Improved CASS marks in all Learning Areas at level 4.	April 2007
		Internal Moderator's workshop on all thirteen (13) Learning Areas and Development of portfolios.	Learners' portfolios of high quality in all Learning Areas available.	May 2007
		Finalisation of revised moderation instruments/tools and development of activities.	Moderation instruments/tools in place.	April 2007
			Relevant activities for different Learning Areas in place.	April - May 2007
	Building capacity ABET practitioners.	Conducting Mathematical Literacy workshops on - National Guidelines, Moderation Tools and Portfolios.	Mathematical Literacy - Moderation tools in place; Portfolios of high quality in place.	July 2007
				Language Literacy and Communication - Moderation tools in place; Portfolios of high quality in place.
				August 2007

Key Results Area 5: Promotion Of Adult Basic Education And Training

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To 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 twenty-first century.	Building capacity ABET practitioners	Training of provincial co-trainers in different Learning Areas.	Co-trainers skilled in conducting various Learning Area workshops.	April 2007 - March 2008
	Learning Area committees formed.	Learning Area committees in place.	Learning Area committees in place.	30 September 2007
Promote Skills Development in line with policy of Skills Development Plan linked to National Mandate.	Conduct skills development seminars with other government departments and ABET stakeholders.	Variety of skills offered at various Public Adult Learning Centres.	May 2007 - April 2008	
	Co-ordinate and conduct skills development workshops on electives in partnership with FET colleges.	More ABET learners are self-employable.		
		ABET centres are in partnership with FET colleges.		
Transform the Department into a 21st century learning organisation focused on results, high performance, effective communication and quality service delivery.	Develop information and accountability systems in the management and administration of ABET.	Implementation of amended ABET Provincial Managerial document.	Monitoring mechanisms in place to ensure that the systems can account for each ABET practitioner that draws a salary.	April 2007 - March 2008
		Implementation of ABET Centre monitoring and evaluation tools.	Monitoring and evaluation tools in all centres.	
		Implementation of uniform class visit forms.	Uniform class visit forms available.	
		Implementation of relevant claim forms.	Relevant claim forms available and in use.	
		New contract form developed.	Relevant contract form in place.	

Key Results Area 6: Resource Planning

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions	To ensure allocation of resources in favour of the poor to effect redress and equity in accordance with the National Norms and Standards for School Funding	Develop resource targeting list based on the national re-ranking table and identify schools for declaration as no fee in 2007	Resource targeting list developed and no fee schools identified	31 July 2007
		Develop mechanisms for dealing with contestations and ensure that all contestations are addressed within stipulated timeframes	All contestation are considered	February 2008
		Develop mechanisms for the effective implementation of the no fee schools policy	Successful implementation of no fee school policy	31 March 2008
		Determine the 2007 educator basket based on policy and budgetary considerations	Post Provisioning Norms allocation is approved	30 April 2007
		Inform schools of their Post Provisioning Norms allocation	All schools are informed of their allocation within stipulated time frames	30 Sept 2007
		To provide financial Support to Independent schools that qualify	List of independent schools approved	31 July 2007
			Determine independent schools that qualify for government subsidies in accordance with the criteria set out in the National Norms and Standards for School Funding	
			Provide independent schools with their budgets for the 2007/8 financial year	List of schools submitted to finance for payment.
				31 March 2008

Key Results Area 7: Learner And Teacher Support Material Management

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To 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 twenty-first century	To ensure that all requisitioned LTSM are delivered within the first two weeks of schools reopening	Manage and coordinate LTSM provision for the 2007 academic year	At least 80% of schools that ordered receive their LTSM supplies within two weeks of schools re-opening in 2007.	31 January 2007

Key Results Area 8: Information And Systems Management

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To transform the Department into a 21st century learning organization focused on results, high performance, effective communication and quality service delivery	To bring about effective management at all levels of the system	Develop the Annual Performance Plan for the 2007/08 financial year and ensure that it is submitted to the Provincial Treasury and national Department of Education within stipulated time frames	The Annual Performance Plan is published	31 March 2007

Key Results Area 9: Strategic And Operational Planning

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To transform the Department into a 21st century learning organization focused on results, high performance, effective communication and quality service delivery	To bring about effective management at all levels of the system	Develop a framework for strategic and operational planning, including templates for departmental and branch planning	Strategic and operational planning and reporting templates are designed and adopted	30 June 2007
		Develop a planning and reporting calendar aligned to the budgeting and reporting cycle of the Department	Dates for conducting planning sessions are circulated	30 June 2007
		Revise the Department's Strategic Plan 2005/10 in line with the new organisational structure	The Strategic Plan is published	30 June 2007
		Develop the Department's Operational Plan for 2006/7 in line with the new organisational structure	The Operational Plan is published	30 June 2007
		Facilitate the alignment of Operational Plans and individual work plans for SMS members in collaboration with the Directorate: performance Management through the identification of Departmental Key performance Areas	All Branches have identified Key Results Areas in line with new organisational structure	30 October 2007

Key Results Area 10: Monitoring And Reporting

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To transform the Department into a 21st century learning organization focused on results, high performance, effective communication and quality service delivery	<p>To bring about effective management at all levels of the system</p> <p>Develop reporting mechanisms to monitor progress against the Department's Operational Plan templates for departmental and branch planning</p>	<p>Develop reporting mechanisms to monitor progress against the Department's Operational Plan templates for departmental and branch planning</p> <p>Collate and analyse progress reports against the key performance measures of the Annual Performance Plan and ensure that reports are submitted to Provincial Treasury and national Department of Education</p>	<p>Reporting templates are developed and circulated to all Branches</p> <p>Quarterly reports are submitted to Provincial Treasury and national Department of Education</p>	30 June 2007

Key Results Area 11: Examination Administration

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To 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 twenty-first century	To provide an examination and assessment service for the progression and promotion of learners in public institutions	Register examination centres for the conduct and administration of all public examinations	Contract agreements are signed with centres and managers have undergone training	30 April 2007
	Register candidates for public examinations	All candidates are captured in the database		30 April 2007
	Coordinate the process for the compilation of orals, practicals and CASS marks is in place for ABET Levels 1 - 4 and Grade 12	Moderators are appointed and trained		30 May 2007 - December 2007
	Appoint markers for public examinations and monitor the marking of Grade 12 and ABET Level 4 scripts	Markers are appointed and assigned to centres		31 August 2007
Monitor the conduct and administration of the Grade 12 and ABET Level 4 examinations, and identify and resolve all examination irregularities in accordance with Regulations	Examinations proceed without major problems	All problems are resolved timeously		June/ November 2007
	Monitor the marking of Grade 12 and ABET Level 4 scripts and manage the capture and release of examination results in accordance with regulations and within prescribed timeframes	All scripts are marked and captured within stipulated time frames.	Results released and certificates issued.	June/December 2007
	Create mechanism to afford candidates the opportunity to make applications for re-mark and viewing of scripts in accordance with prescription	Opportunities for remarking are available to all learners that need them		30 January 2007
	Schools to provide annual schedules of learner attainment.	Schedules of learner attainment compiled into a summary report.		31 March 2008

Key Results Area 12: Systemic Evaluation / Quality Assurance

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To 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 twenty-first century	To improve the quality of educational outcomes amongst the poorest learners	Align the quality of assessment activities in the historically advantaged and disadvantaged schools	A report on the process is compiled	30 October 2007
		Conduct a critical analysis of learner performance across the advantaged and disadvantaged schools	Data is submitted for input into the Annual Performance Plan	30 October 2007
		Conduct a critical analysis of LTSM procurement processes in 120 sampled Section 20 and 21 schools	A report on the findings	30 October 2007
		Implement the NSLA in accordance with national and provincial policies	Monitoring reports are submitted to management	31 March 2008
		Schools to undertake quarterly assessment activities and provide schedules of learner attainment	Schedules of learner attainment are compiled into a summary report	30 June 2007, 30 September 2007 30 December 2007, 31 March 2008
		Districts to collate statistics and provide to Provincial Examination Collate District statistics and provide to Head Office for Grades 3 and 6	A report on performance of grades 3 and 6.	30 December 2007
		Conduct external evaluations of schools sampled in 2005 with a view to assess the effectiveness of the education system	A report on the findings is finalised	30 October 2007
		Develop quality indicators for the system	A set of quality indicators is finalised for consideration by management	30 October 2007
		To implement a relevant curriculum and assessment strategy to support life-long learning.	Optimise the progression of learners through public primary and secondary schools is optimal.	On-going
		Provide educator capacity development and training for all phases.	Promote the participation of historically marginalized groups of learners in public primary and secondary schools.	On-going

Key Results Area 12: Systemic Evaluation / Quality Assurance

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To transform the Department into a 21st century learning organization focused on results, high performance, effective communication and quality service delivery	Implement an effective performance measurement system throughout the directorate.	Close the gap between educational outcomes of the historically advantaged and disadvantaged in public primary and secondary schools.	Educational outcomes between historically advantaged and disadvantaged schools achieved at a similar level.	On-going
To 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 twenty-first century	To develop provincial policies and implementation strategies for assessment, aligned to national policies	Analyse national assessment & quality assurance policies and develop implementation strategies	Analysis of assessment presented to management. Strategies presented to management	On-going

Key Results Area 13: Design Of Assessment And Examination Instruments

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
Eliminate fraud, corruption and maladministration.	To promote a corporate culture of ethics, professionalism and accountability, supporting well-controlled systems.	Safeguard the validity, reliability and integrity of the examinations system at all times.	All examinations and assessment services conducted in accordance with prescribed regulations and policies.	On-going

Key Results Area 14: Infrastructure Planning

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions	To provide space to learners in the public schools in accordance with policy.	<ul style="list-style-type: none"> * Gathering of information (data collection) * Analysis of demographics and identification of needs. * Identification of services. * Prioritisation of projects. * Budgeting. * Liaison with implementing agents beneficiary communities school's governing bodies. 	Publish the 2007/2008 Infrastructure Plan with the following services:	28 February 2007
			<ol style="list-style-type: none"> 1. Repairs and Renovations. 2. Curriculum redress. 3. Additions and upgrades. 4. New schools. 5. Provision of toilets. 6. Provision of infrastructure for water and electricity. 	

Key Results Area 15: Infrastructure Management

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions	<ul style="list-style-type: none"> * To provide space to learners in the public schools in accordance with policy. * Brief to Implementing Agents. * Monitoring and Evaluation * Appointment of Consultants * Design and Documentation * Contact Procurement * Construction * Post construction 	<ol style="list-style-type: none"> 1. Budget in place for various programmes. <ul style="list-style-type: none"> - Capital Works - Repairs and Renovations - Sites Acquisition 2. Implementation Programme of Infrastructure Plan (IIP) submitted by Implementing Agents. 3. Service Level Agreement (SLA), in place. 4. Programme is implementation. 5. Programme Monitoring 6. Regular reports are submitted to Top Management and Provincial Treasury 	<ul style="list-style-type: none"> 1. Budget in place for various programmes. 2. Implementation Programme of Infrastructure Plan (IIP) submitted by Implementing Agents. 3. Service Level Agreement (SLA), in place. 4. Programme is implementation. 5. Programme Monitoring 6. Regular reports are submitted to Top Management and Provincial Treasury 	<ul style="list-style-type: none"> 30 June 2007 31 March 2008
To put the basic physical infrastructure for primary schooling in place in accordance with policy.		<ul style="list-style-type: none"> * Manage the delivery Departments physical infrastructure plans for 2007/2008 financial year and submit reports on: * Classrooms and toilets built * Specialist classrooms built * Percentage of Budget spent on Rehabilitation. * Percentage of CAPEX budget spent on maintenance. 	<ul style="list-style-type: none"> * Classrooms and toilets built. * Specialist classrooms built. * Schools provided with infrastructure for the supply of electricity. * Percentage of budget spent on rehabilitation. * Percentage of budget spent on maintenance. 	<ul style="list-style-type: none"> 1 April 2007 to 31 March 2008
To provide spaces for LSEN learners in special / full service schools in accordance with policy and principles of Inclusive Education.			<ul style="list-style-type: none"> * Increase the provision of suitable accommodation of LSEN learners. * Monthly Education / Works liaison committee meetings (monitoring and evaluation of programme). 	<ul style="list-style-type: none"> 1 April 2007 to 31 March 2008 1 April 2007 to 31 March 2008

Key Results Area 15: Infrastructure Management

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions	To provide administration offices and support spaces in accordance with policy.	Increase provision of district and other offices.	<ul style="list-style-type: none"> * Prioritised list of needs handed to Implementing Agents. * IPIP submitted by Implementing Agent. * Meetings, monitoring and evaluation. * Reports to Top Management and Treasury. 	1 April 2007 to 31 March 2008

List Of Acronyms

ABET	Adult Basic Education and Training
ECD	Early Childhood Development
FET	Further Education and Training
GETC	General Education and Training Certificate
LTSM	Learner and Teacher Support Material
NGO	Non-government organisation
SMME	Small, Medium and Micro Enterprises
DoE	Department of Education
MTEF	Medium Term Expenditure Framework
APP	Annual Performance Plan
PFMA	Public Finance Management Act
EFA	Education for All
QIDS UP	Quality Improvement Development Support and Upliftment Programme
NSLA	National Strategy for Learner Attainment
NEPA	National Education Policy Act
SASA	South African Schools Act
NSNP	National School Nutrition Programme
EPWP	Expanded Public Works Programme
PALC	Public Adult Learning Centre
IQMS	Integrated Quality Management System
PMDS	Performance Management and Development System
NCS	National Curriculum Statement
RNCS	Revised National Curriculum Statement