

**USAID SOUTH AFRICA
TECHNICALLY ADJUSTED
EDUCATION STRATEGY**

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(website version)

ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training ABET
AEI	Africa Education Initiative
AGSP	Ambassadors' Girls' Scholarship Program
C2005	Curriculum 2005
CHET	Centre for Higher Education Transformation
CIDA	Canadian International Development Agency
CSP	Country Strategic Plan
DANIDA	Danish International Development Agency
DDSP	District Development Support Program
DfID	The Department for International Development, (United Kingdom)
DoE	Department of Education
DOL	Department of Labor
EDDI	Education for Democracy and Development Initiative
EMIS	Education Management Information Systems
ESAT	Education Support and Training Project
ETDP	Education, Training and Development Practitioners
EU	European Union
FET	Further Education and Training
HBCU	Historically Black Colleges and Universities
HDI	Historically Disadvantaged Institution
HET	Higher Education and Training
HRD	Human Resource Development
ICT	Information and Communication Technology
IR	Intermediate Result
IT	Information Technology
JICA	The Japanese International Cooperation Agency
MS&T	Math, Science and Technology
MSSI	Mphumalanga Secondary Science Initiative
NDoE	National Department of Education
NGO	Non Governmental Organization
NSFAS	National Student Financial Aid Scheme
PI	Performance Indicator
PMP	Performance Monitoring Plan
PMT	Performance Monitoring Table
RNCS	Revised National Curriculum Statements
RSA	Republic of South Africa
SABER	South Africa Basic Education and Reconstruction Project
SAG	South African Government
SAIRR	South African Institute of Race Relations
SANLI	South African National Literacy Initiative
SAUVCA	South African Universities Vice-Chancellors Association
SESD	DANIDA Support to Education and Skills Development

SETA	Sector Education and Training Authority
SIDA	Sweden International Development Assistance
SIR	Sub Intermediate Result
SO	Strategic Objective
SO2	Strategic Objective 2: Education and Training
STEP	Support for Tertiary Education Project
TDS	Training for Disadvantaged Students Project
TELP	Tertiary Education Linkages Project
TES	Transformation Education System Project
U.S.	United States
USAID	United States Agency for International Development
USAID/SA	United States Agency for International Development/South Africa
USAID/W	United States Agency for International Development/Washington

EXECUTIVE SUMMARY:

With the demise of the apartheid government in South Africa in 1994, there emerged one of the most daunting challenges for the new democratic Government of the Republic of South Africa (RSA): to transform the education system from one which provided an inferior quality of education to non-White South Africans into one which could deliver a quality education for all. Such a challenge entailed the development of policies, systems and capacity, and the subsequent implementation of the same to transform the education system.

The United States Agency for International Development/South Africa (USAID/SA) has assisted the national Department of Education (DoE) since 1994 to transform South Africa's education system, jointly implementing a series of projects in primary, further, higher and adult Education. Funds programmed into these bilateral projects were used to develop policies and systems, and to build capacity, in the areas of curriculum, governance, school-funding norms, quality assurance and HIV/AIDS. USAID also continued to implement unilateral activities, many supporting scholarships for historically disadvantaged individuals, through numerous local non-governmental organizations.

The implementation of new policies by the DoE since 1994 has resulted in significant positive impacts on the quality of teaching, learning, assessment and administrative practices in educational institutions. However, the complete translation of policy into practice has yet to be realized. Moreover, the education landscape in South Africa continues to evolve and generate new policy and implementation challenges. For example, the South African Government (SAG) is currently grappling with the reconfiguration of the higher education system and the implementation challenges associated with the curriculum reform processes in primary and secondary education.

Given recent changes in the education landscape in South Africa, and a significant change in the mix of funds available for specific sectoral activities, USAID/SA explored a set of technical adjustments to the existing education strategy to ensure that first, the focus of the strategy is brought in line with the projected available resources, and second that the Intermediate Results (IRs) and activities are integrated to the best extent possible to enhance USAID's strategic leverage. The revised Intermediate Results will concentrate on improved capacity to develop and implement curricula; improved quality of teaching through in-service teacher education, improved management and governance of educational institutions and mitigating the impact of HIV/AIDS on the education sector. Consistent with the recent USAID/W approval of a two year extension of the USAID/South Africa Country Strategic Plan, the technically adjusted strategy will start in 2003 and end in September 2007.

The composition of USAID funding for the education sector has changed since the current strategy was approved in 2000. As the Agency and the Africa Bureau put more emphasis on Basic Education, less funding is available in the Human Resource Development (HRD) category, and as a result less support can be offered to the Further Education and Training and Higher Education programs. This change is of special significance to USAID/South Africa which has implemented a robust education program at the secondary, adult and tertiary levels for many years due to the special needs of South Africa's population. The adjusted strategy aligns with the funding focus and framework by reinforcing and building upon Basic Education activities as a core activity area; phasing out non-core activities and disengaging with some partners; phasing out of previous focus areas and reducing support in some sub-sectors while 'graduating' from successful programs.

The Strategic Objective (SO) will continue to support some of the existing activities. In Higher Education the Education SO will assist South Africa's Historically Disadvantaged Institutions to prepare for planned mergers of higher education institutions. In addition, support for the DoE will continue in Further Education with quality assurance and assessment programs and teacher training. Basic Education programs will proceed with selected activities in curriculum development mainly in support of the improvement of Mathematics and Science teaching and learning, and the improvement of education management and governance. The Education SO expects to supplement core activities with additional funding designated for specific interventions such as Presidential Initiative funding and support for HIV/AIDS related activities.

The strategy supports the priorities of the South African Department of Education (DoE) as set out in the 2003–2005 Strategic Plan of the national DoE reiterating the nine education priorities of the Tirisano Plan of 2000 - 2004 listing priorities in South Africa for a five year period (1999 - 2003) re-organized into the six core programs: HIV/AIDS; school effectiveness and teacher professionalism; literacy; further education and training and higher education; organizational effectiveness of the national and provincial departments of education; and values in education.

Contemporary and future projected mortality statistics reflect the devastating impact of the HIV/AIDS pandemic on education and the economy of South Africa. HIV/AIDS related attrition and absenteeism among teachers, managers and pupils and the increase in the number of HIV/AIDS orphans pose a serious threat to South African education. The DoE is trying to address the crisis with the support of the donor community. USAID/South Africa will support the DoE to address the impact of HIV/AIDS on the education system. The strategy integrates HIV/AIDS themes into programs and activities at all levels, but also makes provision for specific HIV/AIDS activities under a separate Intermediate Result. The USAID/SA Mission Strategy on HIV/AIDS emphasizes cross-sectoral linkages within a comprehensive strategy.

It is anticipated that funding for the remaining implementation period will be approximately \$50,950,000. This comprises funding for FY 2003- 2007 from South Africa's normal Operating Year Budget for Education, funds anticipated from the Africa Education Initiative which will be managed by the Mission, and limited Child Survival Account funds for multi-sectoral activities in HIV/AIDS.

This document also includes information below the Strategic Objective level which is required for Activity Approval and will serve as the documentation for specific activities.

1. INTRODUCTION

This document sets forth the technical adjustment to USAID/South Africa's Education Strategy for the period 2003 – 2007. It addresses the need to adjust the current education strategy to promote greater integration among activities and reflects the changes in composition of the funding for education in South Africa. The strategy also responds to the need for capacity-building, the development of workforce skills and the impact of HIV/AIDS in South Africa. It is consistent with the Department of Education's Tirisano Plan of 2000 – 2004, and its 2003 – 2005 Strategic Plan.

In conducting the technical adjustment exercise, USAID/SA followed Agency guidelines contained in Automated Directive Systems 200. The revision reflects changes below the Strategic Objective level in the current program as it refocuses resources on Basic Education, Mathematics and Science education and capacity-building.

Given recent changes in the education landscape in South Africa, and a significant change in the scale and type of funds available for specific sectoral activities, USAID/SA explored a set of technical adjustments to the existing education strategy to ensure that first, the scale of the strategy is brought into line with the projected available resources, and second that the Intermediate Results (IRs) and activities are integrated to the best extent possible to enhance USAID's strategic leverage. The technically adjusted strategy will end in September 2007, consistent with the two year extension of the South Africa Country Strategic Plan agreed to by USAID/Washington in July 2003.

This document reflects the outcomes of a process of internal and external consultation, including a series of discussions within the Education Strategic Objective (SO) team, Mission personnel and other development partners including the South African Government. Four revised IRs will contribute to achievement of the SO and will address improvement in the capacity to develop and implement curricula, improved quality of teaching through teacher education, improved management and governance of educational institutions, and the need to mitigate the impact of HIV/AIDS on the education sector. Math, science and technology, and human capacity development will be priorities that will be integrated into all activities related to these three areas of activity.

The technically adjusted strategy is influenced primarily by three factors: the education environment, globalization, and HIV/AIDS. The education environment is in flux with changing school level curricula and transformation in the Higher Education sector being the major changes. South Africa's entry as a participant in the global economy forces the country to develop a skilled workforce. Essentially, the goal of the SO will be to assist South Africa as it maximizes the benefits of globalization by contributing students with appropriate workforce-ready skills to the economic development of South Africa by focusing on math, science, and technology teaching and learning. It is anticipated that the majority of new activities funded under the revised strategy will be implemented through an integrated contract which will reinforce and build upon basic education as the core focus area, but will be supported, where appropriate, by further education and training (FET) and higher education and training (HET) activities. Existing activities in FET and HET will be continued until such time as funding mechanisms end and activities are successfully completed. USAID's principal intervention in the basic education arena, the District Development Support Program (DDSP) will also continue until a new contractor is in place to ensure that there is no gap in key activities.

2. COUNTRY STRATEGY

2.1. Current Status of Education in South Africa:

With the demise of the apartheid government in South Africa in 1994, there emerged one of the most daunting challenges for the new democratic Government of the Republic of South Africa (RSA): to transform the education system from a disparate system which provided an inferior quality of education to most South Africans into one which could deliver quality education for all. Such a challenge entailed the development of policies, systems and capacity, and the subsequent implementation of the same to transform the education system.

As a result of democratization of South Africa in 1994 the landscape of education has experienced profound changes. The South African Government has developed and implemented progressive policies and systems in a variety of focus areas to enhance the quality of education. For example, policies and systems have been introduced and refined in the areas of curriculum, school governance, school-funding norms, quality assurance, and HIV/AIDS. The implementation of these policies has significantly influenced teaching, learning, assessment and administrative practices in educational institutions. However, the complete translation of policy into practice is yet to be realized in South Africa. Moreover, education in South Africa continues to evolve and generate new policy and implementation challenges. For example, the SAG is currently grappling with the reconfiguration of the higher education system, and the implementation challenges associated with the curriculum reform processes in primary and secondary education.

The current status of basic education in South Africa reflects a country still transitioning from the impact of an apartheid system to one of equal access and equal quality for all children. As the post-apartheid educational system matures, greater emphasis has been placed on the implementation of a student-centered approach in the primary schools, concurrent with capacity building at the teaching and administrative levels of the system. As part of its nine Tirisano priorities, the South African Government is emphasizing the upgrading of school facilities, cooperative governance of schools, upgrading the professional skills of educators, participatory community involvement in the schools as centers of community life, ways and means of ameliorating the HIV/AIDS pandemic, and outcomes-based education as a foundation for lifelong education and training.

The apartheid legacy has left many serious disparities and inequalities throughout the country. Twenty two percent of Black Africans aged 20 and above have no schooling. Rural schools in South Africa have poor facilities, lacking electricity, water, sanitation amenities, and adequate learning materials, while there are few well-provisioned schools in urban areas. The rural schools are still struggling to transition and put into place new governance and management structures required by the South African Schools Act. Many teachers in these schools are under-qualified and lack rudimentary training in most of the key subjects such as mathematics, sciences, economics, agriculture and English.

Despite a modest increase in the number of high school graduates passing math and science courses in Grade 12, recorded in the 2001 and 2002 examination results the output and performance of girls in particular, continues to remain poor female performance in mathematics has improved substantially over the period 1996 – 2002, with both the number of female candidates participating growing at a faster rate than male candidates and the gender

gap in pass rates decreasing. The percentage of female candidates passing higher grade mathematics was higher by 2002 than that of male candidates. This, however, needs to be seen against the background of a relatively greater decrease in the numbers of female candidates entering for the higher grade.

The participation of female candidates in physical science is interestingly different to that of mathematics. While the number of female candidates enrolled for and passing physical science has increased faster compared with male candidates, the gap between the male and female pass rates is wider than in mathematics. (Source: Calculated from the Department of Education 2002 Senior Certificate Examination database)

The Department of Education's 2002 Report on the Senior Certificate Examination (Grade 12) recorded overall improvements in both participation and achievement by students in mathematics and physical science. Mathematics improved from 46.7% in 2001 to 56.1% in 2002 and physical science from 68.6% in 2001 to 76.4% in 2002. During this two-year period (2001 to 2002) the number of candidates who obtained a pass in mathematics increased from 123,149 to 146,446. Of the 123,149 candidates who passed mathematics examinations in 2001, 60,246 were female (2001) and 71,606 (2002). This represents an improvement from 42.6% to in 2001 to 51.9% in 2002.

Similarly in physical science, over the 2001 -2002 period the number of candidates who obtained a pass in physical science increased from 105,552 to 117,529. Of the 105,552 candidates who passed the physical science examinations in 2001, 48,882 were female (2001) and 54,535 (2002). This represents an improvement from 65.6% in 2001 to 74.3% in 2002. (Source: The Department of Education's 2002 Report on the Senior Certificate)

One of the critical reasons for the poor performance is the number of under-qualified and unqualified educators in these fields. Teachers need to receive in-service training to address their lack of subject knowledge and to provide appropriate teaching methodologies. With so few Grade 12 students passing math and science, very few are likely to pursue teaching in these subjects as a career. This will result in an on-going cycle of an under-supply of math and science teachers.

In December 2002, the Ministry of Education released a new National Plan for Higher Education which will restructure and merge higher education institutions. The plan will work toward a single, national, coordinated, equitable, sustainable and productive higher education system that will be of high quality and contribute effectively and efficiently to the human resource, skills, knowledge, and research needs of the country under this plan. The first group of institutions is expected to merge by January 2004, while the second group is expected to merge, form comprehensive institutions and/or form new national institutes for higher education by January 2005.

2.2. HIV/AIDS and Education:

Contemporary and future projected mortality statistics reflect the devastating impact of the HIV/AIDS pandemic on education and the economy of South Africa. According to the Nelson Mandela Human Sciences Research Council Household Survey, South Africa's first nationally representative study of HIV prevalence conducted in 2002, there are currently 4.5 million

people (11.4% of South Africans) living with HIV/AIDS. HIV prevalence among children aged 2-14 years is 5.6% and 15-24 years is 9.3%.

The study found that 13% of children had lost a mother, father or both. UNAIDS estimated that 660,000 children in South Africa have been orphaned due to AIDS (UNAIDS, 2002). By 1999, the number of AIDS orphans was about 100,000. The figure is expected to expand to one million by 2005 and two million by 2010. Recent studies suggest that the impact of HIV/AIDS is also affecting the education system.

The June 2002 Conference on HIV/AIDS and the Education Sector Report documented HIV/AIDS related factors that impact on the education system. These include cases of children who are being orphaned by AIDS; decreased demand for education services as children stay home to care for sick parents or siblings; the reduction of the qualified teaching force due to death attributed to HIV/AIDS opportunistic diseases; and financial costs to the education systems as sick and death benefit costs escalate.

The pandemic is also affecting the numbers of teachers who are unproductive, frequently absent, dying and deceased as a result of the illness. In 2001 AIDS accounted for 56% of teacher deaths and by 2010 the figure is projected at 86%. While in-service teacher development activities are becoming less effective, because many of the participants become disabled and die and have to be replaced with others, pre-service training programs are not drawing students to replace the decreasing teaching force. The teaching profession is also losing prospective candidates to the private sector where salaries and incentives are better, and to the government departments, because of the rapid upward mobility.

The higher education sector is similarly negatively affected. The sexually active, high risk group between the ages of 15 and 24 constitute the majority of the student population at higher education institutions. Many of these students are HIV positive and will never complete their studies and the investment in them through scholarships will never be realized.

USAID/South Africa will support the DoE to fight and address the impact of HIV/AIDS on the education system by focusing on assistance to students from families affected and infected by HIV/AIDS, the group to be most vulnerable to loss of schooling. Given the debilitating effects of the severe illness on the family income and labor capacity, students—especially girls—are likely to be withdrawn from schools. Enrollment is therefore likely to decline as the scale of impact of the epidemic increases.

2.3. Host Country Education Strategy:

The proposed assistance framework for education in South Africa responds directly to the priorities identified in the Tirisano Plan of the national DoE, and is informed primarily by the education environment and HIV/AIDS. The Tirisano Plan of 2000-2004 lists the key education priorities in South Africa for the five year period 1999-2003. These priorities include:

- Dealing urgently and purposefully with the HIV/AIDS emergency in and through the education system;
- Making the provincial education systems work by making cooperative government work;
- Breaking the backbone of illiteracy among adults and youth;
- Developing schools into centers of excellence;

- Ending conditions of physical degradation in schools;
- Developing the professional quality of the teaching force;
- Ensuring the success of active learning through outcomes-based education;
- Creating a vibrant further education and training system to equip young adults to meet the social and economic needs of the 21st century; and
- Implementing a rational, seamless higher education system that grasps the intellectual and professional challenges facing South Africa.

2.3.1. Priorities of the Department of Education

The 2003–2005 Strategic Plan of the national DoE reiterates the nine education priorities of the Tirisano Plan listed above, and re-organizes them into the following six core programs:

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

Each of these six programs contains a list of related strategic objectives and performance measures. For example, the HIV/AIDS program addresses the strategic objective of ensuring adequate access to appropriate information by students. The related performance measures include guidelines for students in all schools. USAID/SA has integrated all elements of the Tirisano Plan into its existing programs.

Priorities identified by the Minister of Education in the 2003–2005 Strategic Plan of the national DoE include the preparations for the implementation of the Revised National Curriculum Statements (RNCS), the revised outcome-based curriculum, for grades Reception (kindergarden) through Grande 9 in 2004. This priority entails the preparation of educators, development of associated student support materials, and ensuring that schools are prepared for the implementation. USAID/SA has assisted in the preparations for the implementation of the RNCS with the development of Draft Learning Program Policy Guidelines and Common Tasks for Assessment. Other priorities identified by the Director-General of Education in the 2003–2005 Strategic Plan of the national DoE include the issue of South African education districts, how they are defined and their relationship with municipal districts. This is of critical importance to the USAID/SA education assistance program as the current basic education program and the anticipated follow-on activity, focus on districts as the nexus of development. If the issue of districts results in a legal mandate being conferred upon them, it will facilitate the execution of policies and development plans for districts.

The Minister also highlights the restructuring of Higher Education as one of the most challenging initiatives facing the Department of Education. Higher Education must continue to provide quality education that is responsive to the human resource development needs of the country. The revised USAID/SA Education strategy responds to this priority of the National DoE in the Higher Education sub-sector, through continued assistance under the Tertiary Education Linkages Project (TELP) through FY 2006 to strengthen the HDIs as they prepare for the mergers and to provide support to the National Department of Education to implement its National Plan on Higher Education.

2.3.2. Curriculum and Teaching Reform:

Curriculum change in post-apartheid South Africa started immediately after the election in 1994 when the National Education and Training Forum began a process of syllabus revision and subject restructuring. The process resulted with the DoE embracing life-long learning and outcomes-based education (OBE) principles. The purpose of the process was to lay the foundation for a single national core curriculum. Curriculum 2005 (C2005), the outcome of the review process, was first introduced into schools in 1998 and was scheduled to be fully implemented in all grades (1-12) between 1997 and 2005. Shaped by values of a democratic South Africa, C2005 replaces a separate, unequal and discriminatory apartheid curriculum. Through old syllabus amendment and modification of subjects, C2005 removed overtly racist and other insensitive language from existing syllabi and changes the focus from inputs (content) to outputs (results).

As the first major curriculum statement of a democratic government, C2005 includes radical transformative educational ideas and practices. It emphasizes the need for a shift from a teacher-centered approach to a student-centered approach and incorporates life-long learning principles. It also stresses the need for a shift from the traditional aims-and-objectives approach to an outcomes-based approach. Outcomes-based education is a student-centered, results-oriented system in which a student's progress is based on demonstrated achievement of pre-determined outcomes. While in the pre-apartheid era rote learning and repetition of facts in the exams were common practices, C2005 is promoting student critical thinking and problem-solving skills. This curriculum reform promotes the integration of knowledge and skills, and greater mobility between different educational levels and institutions.

In 2000, C2005 design features were streamlined, and its terminology, which tended to confuse many teachers, was simplified through a production of an amended Revised National Curriculum Statement (RNCS). The streamlined RNCS consists of eight learning areas. These are languages, mathematics, natural sciences, technology, social sciences, arts and culture, life orientation, and economic and management sciences. For each learning area, RNCS specifies: (a) learning outcomes, i.e., a description of what (knowledge, skills and values) learners should know, demonstrate and be able to do at the end of the General Education and Training Band; and (b) assessment standards, i.e., grade-specific descriptions of levels at which students should demonstrate their achievement of the learning outcomes and ways of demonstrating their achievement.

The Revised National Curriculum Statement “aims to develop the full potential of each learner as a citizen of a democratic South Africa. It seeks to create a lifelong learner who is confident and independent, literate, numerate and multi-skilled, compassionate, with respect for environment and the ability to participate in society as a critical and active citizen” (*Revised National Curriculum Statement, p.8*).

In its Strategic Plan for 2003-2005, the DoE acknowledges its need for support from its social partners to: (a) roll out and implement the RNCS in the Foundation (Grades 0-3) and Intermediate (Grades 4-6) phases and (b) prepare Foundation and Intermediate phase teachers to implement RNCS by 2005. USAID/SA is responding to that need by focusing on curriculum development and teacher training in the integrated strategy. The national DoE made a strong commitment to put into place a dynamic teacher education and learning materials development program to provide adequate and appropriate training in preparation for implementation of the new curriculum at school levels. The RNCS will be implemented during 2004-2008 in the

basic education sector and during 2006-2008 at the secondary and high school levels (Grade 10 -12). Recent changes to the Grade 10 – 12 levels have also been introduced, and USAID is providing support to assist the DoE to transform the curricula at this level. Additional changes to the Grade 12 (matriculation) assessment system have also been announced by the DoE. The assessment in future will not be based on an aggregate mark for all subjects, but rather will focus on individual subject achievement. Institutions of higher education will have to adapt their admission requirements accordingly.

Curricula reform is also a priority at the higher education level. The New Academic Policy for programs and Qualifications in Higher Education, published in January 2002, has significant implications for higher education in South Africa. Higher education institutions will have to comply with requirements to review current program offerings and to identify areas of duplication and institutional niches. More stringent requirements for quality assurance are being introduced and institutions will have to evaluate their services and products against set standards through the development of institutional quality assurance mechanisms. The institutions, especially the HDIs and newly merged institutions will need assistance to deal with these requirements, and USAID/South Africa will be assisting in the development of program mixes, qualifications, mechanisms for prior learning and quality assurance and promotion mechanisms through audits, capacity-building and systems development.

2.3.3. Mathematics, Science and Technology (MS&T)

Education and training under apartheid were characterized by the intentional under-development of human potential. A key element of the apartheid education system was to limit educational opportunities available to the black population, exemplified intentionally by the poor provision of mathematics, science and technology (MS&T) in the curricula for schools serving the majority population. Today, the legacy of inequality persists in these critical fields and is reflected in a workforce that is largely under-qualified to fill the urgent need for skilled and professional workers. The “gap” is particularly disturbing given that MS&T skills are prerequisites for success in today’s scientifically and technically oriented work environment, and for participation in the global economy. The focus on mathematics, science and technology is part of the larger human resource development strategy to increase participation to scarce skills in fields to which Africans were previously denied access. The South African Government has introduced policy and strategy frameworks to develop a skilled workforce equipped to compete in a global economy. A well-rounded school curriculum that includes relevant proficiencies in math, science and technology provides important opportunities to develop these workforce skills early in the learning process.

Recognizing the critical need to improve the teaching and learning of MS&T in South Africa, the DoE developed the Strategy for Mathematics, Science and Technology Education in 2001. This strategy has three main thrusts, namely: to increase and improve human resource capacity to deliver quality science, mathematics and technology education; to increase participation of historically disadvantaged students in science and mathematics; and, to provide high-quality science, mathematics and technology education for all students in the general and further education and training levels.

The MS&T strategy forms an integral part of the country’s human resource development strategy to address the shortage of high-quality skills, especially scarce skills which are more responsive to social and economic needs. The strategy places emphasis on the improvement of the qualifications of teachers, improvement of student participation levels, especially girls in

MS&T subjects, and the improvement of performance and achievement of all students from previously disadvantaged communities in MS&T.

Mathematical and scientific literacy is extremely poor in the entire schooling system. Internationally benchmarked assessment exercises were recently undertaken on learner achievement in mathematics and science in Grades 4 and 8. The Monitoring Learner Achievement (MLA) instrument was used to test Grade 4 learners in a number of African countries against a set of internationally defined numeracy and literacy learning competencies.

The average scores of the participating countries are:¹

AVERAGE LITERACY AND NUMERACY SCORES OF GRADE 4 LEARNERS, MLA INITIATIVE		
Country	Average Literacy Score (percent)	Average Numeracy Score (percent)
Mauritius	61.0	58.5
Tunisia	77.9	60.4
Senegal	48.9	39.7
Malawi	35.0	43.0
South Africa	48.1	30.0
Zambia	43.0	36.0

All selected countries performed better than South Africa in numeracy.

African learners who wrote their school leaving Grade 12 examinations in 2000 performed poorly. Barely 50% passed their science examinations, and less than 50% passed their mathematics examination.

Following the development of the MS&T strategy, the DoE identified and dedicated 102 national high schools which were under-resourced though well performing, and which demonstrated a potential to improve participation and performance in mathematics, science and technology. These schools have been provided with the resources, equipment and facilities to create an effective teaching and learning environment for mathematics and science subjects. USAID, through an institutional contractor, has provided learning support materials such as mathematics and science kits, supported relevant in-service teacher training programs and has assisted the 102 dedicated schools to develop performance targets linked to school development plans. Current USAID-supported teacher training programs targeted at MS&T teachers in the 102 schools will continue through a separate instrument up to March 2004.

One of the major contributors to low performance in mathematics and science in South Africa is the shortage of adequately trained teachers. A report published by EduSource in 1997 found that most mathematics and science teachers were not qualified to teach these subjects. Although 85% of mathematics teachers were professionally qualified as teachers, only 50% had specialized in mathematics in their training. Similarly, while 84% of science teachers were professionally qualified, only 42% were qualified in science. An estimated 8,000 mathematics and 8,200 science teachers needed to be targeted for in-service training to address lack of

¹ Human Resource Development Strategy for South Africa – *A nation at work for a better life for all* (2001)

subject knowledge². In June 2001 with the introduction of the National Strategy for Mathematics, Science and Technology Education, President Mbeki identified key concerns regarding shortages of skilled MS&T and language teachers. The Minister of Education also emphasizes teacher and learner development in Mathematics and Science and the Director-General for Education has highlighted the need for developing skills for employment and for good citizenship.

The national Department of Education, in consultation with the teacher trade union bodies, is currently implementing various activities aimed at improving the qualification of teachers, to uplift the morale among teachers and to raise the overall standard of the teaching profession. New initiatives introduced to support teachers include (1) an appraisal system for teachers linked to the whole school evaluation programs; (2) the National Teacher Awards Program aimed at recognizing excellence and high achievements in senior certificate examination pass rates; (3) the implementation of the National Professional Diploma in Education to retrain and upgrade teacher qualifications through local higher education institutions; and (4) the registration of one hundred and fifty teachers per province in a two-year mathematics and science teacher training program for the intermediate and senior phases. To retain qualified teachers in the system the Department will be implementing a career pathing program from June 2004 through the provision of remuneration incentives for head teachers. This is aimed at ensuring that the best qualified and productive accounting, economics, mathematics, science and technology teachers remain in the teaching profession and do not get “poached” by the business and industrial sector.

It is clear that the education system has to focus on addressing the inequities of the apartheid legacy in order to improve the quality of education and training. In order to address this challenge, and to increase access to, and participation and performance in mathematics, science and technology education, USAID/South Africa will support curriculum development, provide learning support materials, and technical assistance to improve teacher training delivery capabilities. In addition, USAID will support actual teacher training programs in mathematics, science and technology, as a priority area, through working with select primary and secondary schools.

² National Strategy for Mathematics, Science and Technology Education in General and Further Education and Training (June 2001)

2.3.4. Management and Governance:

One of the priorities listed under the South African Department of Education's (DoE) Tirisano Plan is developing the schools into centers of excellence. The "whole school" approach, addressing every aspect of the school life and environment, has been embraced by the DoE and it is embodied in the development of the teaching and learning in the school, but also in the development of a healthy environment, community involvement, district support systems, strategic and financial management and good governance. USAID/SA's District Development Support Program provided critical support in four Provinces to build the capacity of school management teams, school governing bodies and the support of community members for the continued existence of the school are key elements in the development of an effectively run school. USAID/SA will continue to support the management and governance of schools through the integrated strategy.

The Tertiary Education Linkages Project helped improve the management and administration of HDIs, especially in the senior executive, financial, performance, conflict and time management areas and in leadership and diversity training. Management and administration development still remains a focus area in the development of HDIs and merged institutions of higher education. USAID/SA will continue to assist in the development of strategic plans, the improvement of information and management systems and the integration and strengthening of administrative, financial and computer systems through technical assistance and capacity-building.

2.4. Key USAID Interventions and Achievements:

USAID/SA has been providing financial and technical assistance to the education sector in South Africa since the early 1980s. In 1982, the Training for Disadvantaged Students (TDS) Project resulted in the formation of a training unit at USAID/SA. This training unit facilitated long and short-term opportunities for disadvantaged South African students to pursue higher education studies, both locally and in the U.S. The Education Support and Training (ESAT) project (1986) initially supported civil society organizations during the apartheid years to improve the quality of basic, further, and adult education for disadvantaged students. ESAT was succeeded by the South Africa Basic Education Reconstruction (SABER) project, which in turn was succeeded by the ongoing Transformed Education System (TES) project.

USAID/SA has provided assistance to the national Department of Education since 1994 to transform South Africa's education system, particularly with regard to developing policies and systems, building capacity in the areas of curriculum, governance, school funding, quality assurance and HIV/AIDS.

In basic education, the District Development Support Program (DDSP) provides support for initiatives in such areas as educational quality improvement, early childhood development, teacher education, curriculum development, school management and leadership, organizational development and the provision and development of learning materials. Interventions have been implemented in four focus provinces: KwaZulu-Natal, Eastern Cape, Northern Cape and Limpopo (Northern) Province in selected school districts, primarily in rural areas.

The purpose of the USAID-supported Tertiary Education Linkages Project (TELP) is to provide support to the DoE to develop and implement a higher education policy, to increase the access of Black South Africans to tertiary education opportunities and to improve the

academic, administrative and research capacity of historically disadvantaged institutions (HDIs) through policy analysis and planning, institutional capacity-building and institutional linkages. TELP contributes to staff development and improvements in curriculum, management and administration, research and student achievement in the historically disadvantaged institutions, specifically at seventeen predominately black universities and “technikons”. USAID/SA also provided support to the South African National Working Group to assist in the implementation of the National Plan for Higher Education by investigating the feasibility of a rational arrangement for the consolidation of higher education provision through the reduction of the number of higher education institutions.

As specific funding from USAID/W Africa Bureau’s Office of Sustainable Development/Education becomes available for the Africa Education Initiative (AEI) additional activities will be implemented which complement and support the core focus on basic education. The AEI focuses on three principal areas of support: textbooks (including student support materials); tuition/scholarships for girls; and teacher training. While the SO can be achieved without additional AEI resources from the Africa Bureau, such resources will increase the magnitude of intended results.

3. MISSION STRATEGY

3.1. Statement of Strategic Objective:

USAID/South Africa’s education strategic objective of “*Increased access to quality education and training*” was set forth in the Revised Country Strategic Plan (CSP) for the period 2000-2005. This strategic planning period was extended in July 2003 to cover an additional two fiscal years through 2007. The statement of the strategic objective remains valid, and implementation of activities to achieve the objective is being modified as set forth below.

3.2. Development Hypothesis:

In order to realize its full economic and human development potential, South Africa requires skilled, knowledgeable and empowered people. While significant gains have been made toward transformation of the education system which forms the backbone of sustainable development efforts, continued work is required to implement changes at the school level which directly reaches students. Under apartheid, approaches to education system design and material development sought to limit the contributions of the majority black population and must be reversed to provide students with high quality instruction and supporting materials. South Africa’s experience over the past nine years has underscored the need for continued attention to continual teacher development as a key means of reaching students. Lessons learned to date underscore the need to improve teaching skills and to provide appropriate follow-up and coaching for educators to ensure that they have the necessary tools to use innovative appropriate learning concepts at the classroom level. Schools become more effective instruments of social and economic development when there is community involvement and support for education. Experience in South Africa and elsewhere demonstrates that finding ways to help parents, teachers and school administrators to work together helps create the environment necessary for schools and their students to succeed. Because the impact of HIV/AIDS is pervasive throughout all sectors in South Africa, the education program must also proactively seek to manage the effects of HIV/AIDS on teachers and learners.

USAID/South Africa's Education program is based on the premise that the SO of "Increased access to quality education and training" can be achieved through (1) improving the capacity of South African educators to develop and implement learner-centered curricula at the basic, secondary and tertiary levels; (2) improving the quality of teaching through a strong emphasis on teacher education and classroom monitoring to assist in ensuring that critical instructional techniques demonstrated in the teacher training process are put in place in the school setting; (3) improving the management and governance of educational institutions with an emphasis on governance structures at the primary education level and limited interventions at the tertiary education level, and (4) reducing the impact of HIV/AIDS on teachers and students. Other elements critical to overall success in the education sector such as an appropriate policy environment, adequate infrastructure for learning, and a sufficient number of teachers are being addressed by the Government of South Africa and other donors and will complement planned USAID efforts.

In order to achieve the development objective, the Education SO will work in four areas of Intermediate Results:

- Improved capacity to develop and implement curricula (IR2.1)
- Improved quality of teaching through teacher education (IR2.2)
- Improved management and governance of educational institutions (IR2.3)
- Mitigated impact of HIV/AIDS on education sector (IR2.4)

Each of these IRs is inextricably linked to the SO.

As South Africa moves away from a rote-learning model of teaching and learning to a student centered outcome-based approach, it must build greater capacity to develop and implement curricula. USAID/SA has provided technical assistance to the national DoE to develop, refine and implement curricula in all sub-sectors of education and will continue to do so in the basic education sector, with limited interventions at the secondary and tertiary level. Improved capacity to develop and implement curricula in the areas of numeracy, literacy, math and science will inevitably help to improve the quality of education in all sub-sectors of education. Hence, the SO of increased access to quality education and training will be achieved.

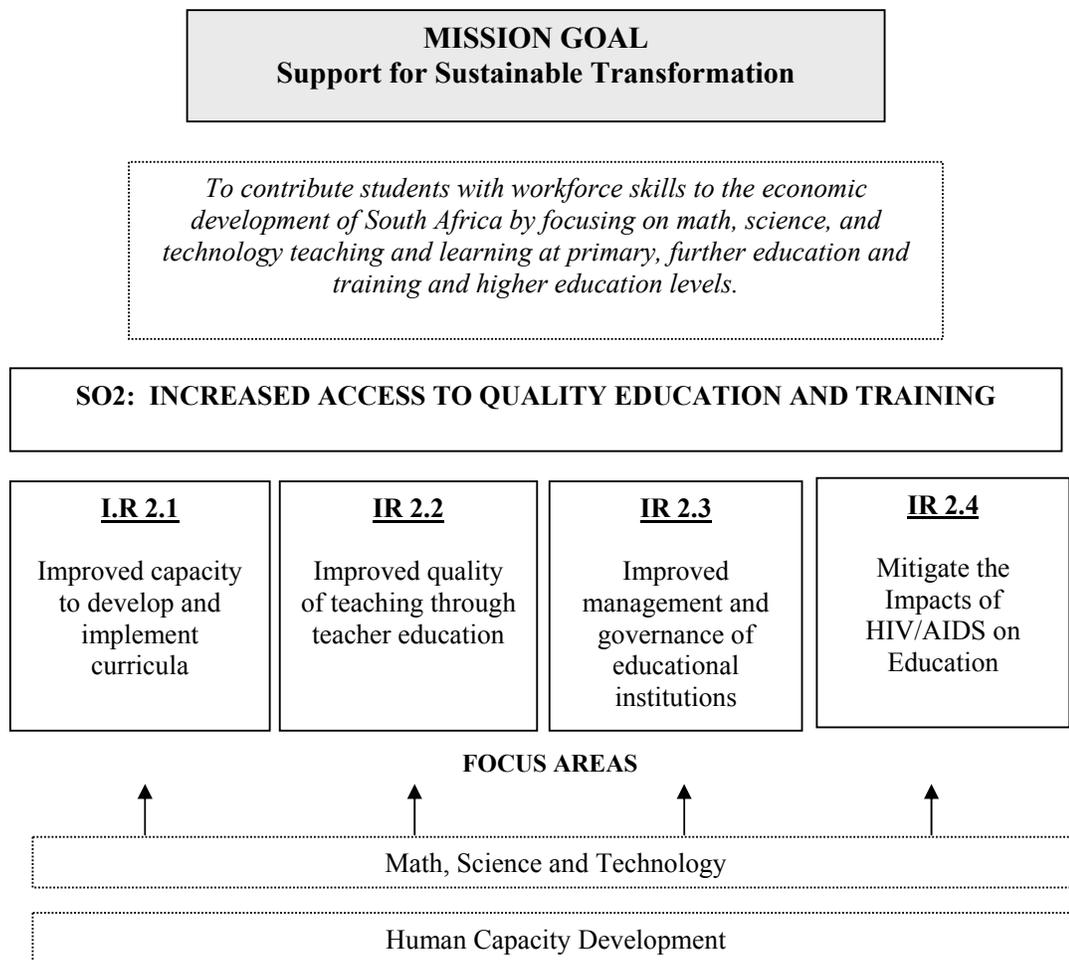
In IR2.2, both in-service and pre-service education and training for teachers will serve as a link between basic and higher education. The universities and the institutes of technology (formally called "technikons") will provide education and professional and pedagogical training for the teachers at schools where USAID/SA funded basic education programs are being offered. The bridge between higher educational institutions and the other elements of the system were captured well by Professor M.F. Ramashala in her speech as she was inaugurated as the Chancellor of the Medical University of South Africa in May 2003,

"Tertiary education supports the rest of the education system through the training of teachers and other school personnel, the involvement of specialists from tertiary education institutions in curriculum design and research, the establishment of admission criteria that influence the content and methods of teaching and learning – especially at the secondary school level."

A trained teaching force will improve the quality of teaching and learning and student achievement at the school level. Hence, the SO of increased access to quality education and training will be achieved.

In IR2.3, the successful administration of an educational institution is contingent on an improved management and governance of educational institutions. Training of DoE officials, school management teams, and school governing bodies and the management cadre of higher education institutions will include an emphasis on leadership, financial management, strategic planning, quality assurance, and managing the curriculum. Effective and efficient administration of educational institutions as a result of skills and knowledge acquired through such training will translate into improved quality of teaching and learning. The higher education institutions will also provide training to school governing body members, heads of department and the principals. Hence, the SO of increased access to quality education and training will be achieved.

Education can combat the negative effects of HIV/AIDS on South Africa. It serves as a “social vaccine” against the spread of HIV/AIDS by creating awareness, conducting prevention and abstinence programs, training in self-assertiveness and life skills, and by the cultivation of appropriate behaviors to protect students and their families against HIV/AIDS and related diseases. USAID/South Africa will support the DoE to address the impact of HIV/AIDS on the education system thus improving access to quality education.



3.3. Results Framework:

3.3.1. Adjusted Results Framework:

Based on the prioritization of strategy focus themes, there will be new IRs, which were identified by SO2 focus on the integration of cross-cutting themes and activities. This Results Framework provides an important link to the Mission's goal of support for sustainable development and seeks to contribute students with workforce skills to the economic development of South Africa by focusing on math, science, and technology teaching and learning at primary, further education and training and higher education levels.

3.3.2. Critical Assumptions:

- The focus on math, science and technology will result in an overall improvement of the quality of education in these critical areas and the development of potential workforce skills
- The DoE is committed to decentralization and is improving service delivery in the districts through reconfiguration and capacity-building which will result in more effective support to schools.
- USAID's education strategy encompasses a school-level focus; as such, any changes in policy and structure by the DoE at the provincial and district level will have a minimal impact and delay on program implementation.
- The planned rollout of the RNCS from 2004 will be carried out with the minimum of disruption.
- Continuing adjustment to curricula design and policy will be consistent with objectives of outcomes-based education.
- USAID/SA will complete existing infrastructure programs and will not engage in same in the foreseeable future. The DoE and other donors, e.g. the European Union, will be investing heavily in school construction, while the UK Department for International Development is focusing on technology programs.
- New policy developments such as the E-Education policy and National Curriculum Statements for Grades 10-12 can build on current USAID programs and result in an environment conducive for teaching and learning.
- The ongoing mergers of higher education institutions will not disrupt the provision of higher education nor derail USAID efforts to assist in the merger process.

3.4. Target Groups and Geographic Focus:

Activities under the revised education strategy will principally target previously disadvantaged groups. In some programs the focus will be on a geographic basis and in others it will target specific institutions and professional groupings.

The core activities focusing on basic education and improvements in curricula, teacher training and school management and governance will reach Grades 1 to 9 students and their teachers in 1,350 selected schools spread across the four poorest and most rural provinces in South Africa (KwaZulu/Natal, Limpopo, Northern Cape and the Eastern Cape). Teachers will receive specialized instruction and enhanced skills which will in turn translate to improved classroom practices and learning opportunities for students. In the Northern Cape province, teachers and students in Grades 10 -12 will also benefit from additional programs focused on math, science and technology. Other education officials, particularly at the district level, will also receive specialized training in best practices which will empower them to effectively monitor school

progress and classroom instruction methods after the training is completed. In addition, community members who are part of the school governing boards will also receive training, providing a broader based of support for school achievement.

USAID support for South Africa's 102 specialized math and science high schools across the nation will continue to benefit teachers and students at these schools during the early part of the revised strategy period, with activities phasing out by 2005.

In the area of higher education, program activities will benefit executive and middle management, academic and administrative staff, and students at 17 historically disadvantaged institutions and the newly merged institutions. USAID programs will also support the National DoE as it prepares for and implements these mergers.

Initially USAID activities to mitigate the impact of HIV/AIDS on the education sector will be focused on policy development and planning at the national level, with an additional activity which supports an on-going program at the University of Zululand. As activities expand they will reach greater numbers of teachers, students and vulnerable children.

3.5. Intermediate Results:

The four intermediate results in the integrated strategy are:

- IR 2.1: Improved capacity to develop and implement curricula
- IR 2.2: Improved quality of teaching through teacher education
- IR 2.3: Improved management and governance of educational institutions
- IR 2.4: Mitigated impact of HIV/AIDS on education sector

3.6. Program activities:

3.6.1. Activities supported by Bilateral agreements:

Current USAID-supported activities in the education sector have been channeled through four Bilateral Agreements signed between the Republic of South Africa and USAID on September 26, 1995. All four bilaterals are still active and scheduled to expire on September 30, 2005. The new Education Strategic Objective Agreement (SOAG) is intended to amend, combine, subsume, and replace, in their entirety, USAID Project Grant Agreements No. 674-0309-G-00-5048, Support to Tertiary Education (STEP) and No. 674-0314-G-00-5041, Primary Education Bilateral. There is no future USAID funding planned for the adult education and training sector. The current Tertiary Education Linkages Project Bilateral Agreement, No. 674-0315-G-00-5042 will continue to support higher education institutions up to September 30, 2006. All the programs and activities under the afore-mentioned bilaterals are subsumed and will be continued, phased out or discontinued as discussed in the following sections.

3.6.2. Alignment of Activities with funding and DoE priorities:

The adjusted strategy was preceded by various workshops where the extended Education SO team analyzed its existing programs and deliberated a more prioritized and focused future strategy. During the discussions it became clear that, given the constraints of the mix of funding allocated by USAID/W, additional funding sources and DoE priorities and needs, the

SO should graduate from successful programs that can be sustained by themselves or other sponsors, phase out non-core activities and concentrate on the basic education core activities.

Since Mathematics, Science and Technology is linked with the South African President's technology initiative for the strengthening of South Africa's participation in the global economy and with the SA Government's HRD strategy through its potential for workforce skills development, the Education SO decided to focus on the development of teacher and learner knowledge and skills in these subjects which are also priority areas for the DoE. There is a shortage of teachers in these subjects and learner performance, especially that of girls, in South Africa in Mathematics and Science is very low compared to the rest of Africa. Whereas USAID/SA focused on support to literacy and numeracy programs in the past, the support will continue, but the emphasis will now be on mathematics and science.

Curriculum 2005 was introduced in South Africa in 1998, but was recently revised and the Revised National Curriculum Statement (RNCS) will be implemented in schools in 2004. Teachers are not equipped with the necessary content knowledge, teaching methodologies and assessment skills to cope with the demands of the new curriculum and continuous and summative assessment requirements. In response to the DoE's need for the training of teachers in these areas the Education SO will concentrate on teacher education as a core activity. In the Higher Education sector the merging and strengthening of institutions will necessitate a definition of profiles, niches and program mix and therefore a reworking of curricula to streamline offerings, increase cost-effectiveness and reduce duplication. USAID/SA will assist Higher Education institutions in curriculum development and also support in-service and pre-service teacher development through its additional Africa Education Initiative funding to increase the numbers of trained teachers that are rapidly being depleted by HIV/AIDS-related deaths.

The "whole school" development model used by the DoE to develop functional schools in South Africa will continue to be supported by the Education SO. This model addresses all the diverse needs of a school and improves the management and governance of the schools by involving and training school management bodies, parents and members of the community in good management and governance practices. The institutions of higher education will also need support to develop management and administrative strategies and systems as they redefine their merged or strengthened institutions and USAID/SA will continue assistance through FY 2005 in this area.

The HIV/AIDS pandemic is taking its toll of teachers and learners and the Education SO is responding to the need for preventative and mitigation measures by elevating work in HIV/AIDS to a separate Intermediate Result. The majority of activities to achieve this Intermediate Result will be implemented as cross-cutting initiatives and will be integrated into other major implementing mechanisms such as the Integrated Education Program. However, limited stand alone activities or interventions will be carried out as needed.

As a result of the above-mentioned factors, the revised SO will incorporate the following principles in its implementation:

- **Reinforce and build upon Basic Education activities as a core activity area.** With the increased funding and emphasis on Basic Education activities improved curricula, teaching and learning, and management and governance in the basic education sector will be the focus of USAID/SA funding and interventions. Where appropriate Further

Education and Training (FET) and Higher Education activities which support the Basic Education focus will be incorporated into the program. For example, in the Northern Cape a pilot project that will engage feeder schools with provincial magnet math and science secondary level schools will emphasize the development of math and science knowledge and skills at the primary level to improve teaching and learning of these subjects at the secondary level. Pre- and in-service teacher education provided by Higher Education institutions will be utilized through additional funding resources, if and when it becomes available, to improve the quality of teaching and learning in schools.

- **Phase out some previous core activities and reduce number of partners.** Activities with the Department of Labor and Sector Education and Training Authorities (SETAs) will be phased out from 2003. These activities do not directly support the basic education focus and core activities of the revised strategy and its associated resources.

USAID/SA assistance in the transformation of South Africa's higher education system will be completed under the TELP II program which will end in September 2006. Higher education support of basic education will be pursued utilizing additional initiative funding for pre-service education of teachers if and when it becomes available.

Infrastructure projects currently under completion will be completed. The Networking Project will continue until July 2004 to support information-sharing through the provision of technology and training for more effective management and governance of education districts and schools. No further infrastructure investments are envisioned during the strategy period.

- **“Graduate” from successful programs.** Adult Basic Education and Training (ABET), Takalani Sesame and Youth programs will not be continued after the current activities come to an end per the time frame. Since pre-school, youth and adult education are not strategy priority focus areas, but are still important for educational development, USAID/SA has ensured the sustainability of these programs for the continuance after its financial support ends. Already the DoE has made its own funds available to continue and expand the Ikwhelo ABET program and Takalani Sesame is receiving substantial support from a South African private sector sponsor.
- **Continuing Activities**

The SO will continue to support some of the existing activities through their planned completion dates. USAID assistance to the National DoE will continue to support formulation and implementation of policy guiding the transformation of tertiary education. The SO will assist the HDIs in their preparation for the mergers of higher education institutions, and subsequently the merged institutions, to define niche programs, develop appropriate curricula and strengthen management systems. At the secondary school level USAID/SA will continue to support quality assurance and assessment programs and teacher training both in the U.S. and locally. Basic Education will proceed with selected activities such as the Education Management Information Systems policy and implementation, the ICT networking of education administrative offices and schools, Takalani Sesame media education and outreach, and the DDSF until the completion of current activities. In summary format the following activities will provide focus for the strategy:

USAID - Education and Training: Timelines from 2003 to 2007

			2003	2004	2005	2006	2007
End Date							
Pre-Primary (TV and Radio)	Takalani Sesame	1-Dec-04					
Technical Assistance to the National Department of Education and the Unions	National Professional Teachers Org. of S.A. (Naptosa)	15-Dec-03					
	South African Democratic Teachers Union (SADTU)	15-Dec-03					
	Suid Afrikaanse Onderwys Unie (SAOU)	15-Dec-03					
	Education Foundation Trust (30 Sept 2005)	30-Nov-05					
Providing IT Equipment to District Offices and Schools	Networking Phase II - NEW	30-Jun-04					
	Trend Computers, Eng.	31-Dec-03					
Whole School Development	Research Triangle Institute (RTI)	31-Dec-03					
	IEP - NEW	20-Sep-05					
Labour	Development Associates International	30-Oct-04					
Bursary	Educational Opportunities Council (EOC)	31-Mar-04					
	South African Institute of Race Relations (SAIRR)	31-Mar-04					
	Medical Education for SA Blacks (MESEB)	31-Mar-04					
	Center for Disease Control	31-Dec-03					
Maths, Science and Technology (High Schools)	ABT Associates Inc.	7-Mar-04					
	Prince George's Community College (30 Sept 2005)	31-Oct-05					
Higher Education	NEW FOLLOW ON TELP CONTRACT - NEW	29-Sep-05					
	TELP Bilateral (2006)	28-Jun-05					
	HIV/AIDS GIRLS SCHOLARSHIP (EDDI)	28-Jun-05					
Youth Development and other vulnerable children	Careers Research & Info. Centre (CRIC)	30-Mar-04					

Status	Basic Education	Further Education and Training	Higher Education
Core Activity	Focus on: <ul style="list-style-type: none"> Math, Science, Technology and Language³ in improved curriculum development and implementation, in-service teacher education and the management and governance of educational institutions 		
HIV/AIDS activities	Activities with HIV/AIDS orphans Policy development	HIV/AIDS and Youth	HIV/AIDS in Higher Education
Possible activities with AEI funding	Student materials development In-service teacher training Girls scholarships	Girls scholarships in MST	Pre-service teacher training Information technology for teacher training

3.6.3. Illustrative Activities:

Consistent with the alignment with the funding focus and results framework, the following activity areas are to form the basis of the strategy.

- Support the capacity-building education teachers (targeted to the teaching of math and science);
- Support the effective implementation of the revised National Curriculum Statement with a focus on math and science curriculum; and
- Support the efforts to improve educational management and enhanced school governance.
- Assist the Department of Education and other partners to plan for and mitigate the impacts of HIV/AIDS on the education sector.

IR1- Improve capacity to develop and implement curricula

- Increase the knowledge, teaching and administrative skills, and effective implementation by administrators and teachers of mathematics and science curricula embodied in the RNCS in the selected basic education schools in the four targeted provinces.
- Improve programs of higher education designed in accordance with the New Academic Policy.
- Establish quality assurance systems in accordance with the Higher Education Quality Committee of the Council on Higher Education.

³ For MST and Languages, there will be a focus on In Improved Curriculum Development and Implementation, In-service Teacher Education, and Management and Governance of Educational Institutions.

- Improve capacity in curriculum and qualifications design at higher education institutions.

IR2 – Improved quality of teaching through teacher education

- Increase the subject matter knowledge for teachers in the areas of mathematics and science (grades 10-12) in the targeted schools in the Northern Cape Province participating in the pilot program during first two years of the strategy.
- Enhance the assessment skills for basic education teachers in the selected schools in the four targeted provinces.
- Enhance the assessment skills for teachers (grades 10-12) in the targeted high schools in the Northern Cape participating in the pilot program during the first two years of the strategy.
- Increased participation in pre-service teacher training programs emphasizing mathematics and science knowledge and skills.

IR-3 – Improve management and governance of education institutions

- Improve management systems for educational institutions and improved administrative and managerial skills for personnel at the national, provincial, and district levels and in selected basic education schools in the four targeted provinces.
- Increase participation by communities in the governance of selected basic education schools in the four targeted provinces.
- Strengthen financial systems at higher education institutions.
- Improve management information systems at higher education institutions.
- Improve management and administration of higher education institutions through executive leadership development.
- Improve policy development and implementation with regard to the National Plan for Higher Education.

IR-4 - Mitigate the Impacts of HIV/AIDS on Education

- Develop a policy framework and a support service for the delivery of education to children heading households and those caring for the terminally ill and a support service.
- Establish a database of students infected and affected by HIV/AIDS.
- Establish guidelines for educators on referral and support mechanisms for students.
- Investigate models on how best to provide for students infected and affected by HIV/AIDS
- Assess the impact of HIV/AIDS on the education sector, including the capacity to manage and deliver education services.
- Introduce new or enhanced HIV/AIDS components of life skills and health education programs in schools, including curriculum design, teacher training and support for extracurricular activities.
- Increase the awareness of HIV/AIDS issues through integration into the curricula, and teaching and learning
- Adapt existing education information management systems to capture relevant, timely and accurate information about HIV impacts on education to assist Ministry of Education advocacy and planning.
- Support teacher unions or educator/teacher professional organizations to promote voluntary HIV education, counseling and testing of teachers, linked to basic care for HIV-positive teachers.

- Support innovative government, non-governmental organizations or community-led programs (radio distance education, community schools) that target delivery of basic education to orphans and other vulnerable children affected by HIV/AIDS.
- Continuation of an HIV/AIDS institutional program at the University of Zululand that reduces and prevents HIV/AIDS infection through the development of Life Skills materials on sex and sexuality; the incorporation of Life Skills training into accredited curricula; the training of VCT counselors and peer counselors and the installation of condom dispensers on campus.

3.6.4. Additional programs with specific additional resources:

SO2 has identified additional areas where activities may be undertaken if further funding becomes available, i.e. the Africa Education Initiative and Public-Private Alliances. The anticipated level of results in the revised strategy will be achieved with SO resources; additional resources – AEI and public-private partnerships - will increase the magnitude and scope of those results.

A. Africa Education Initiative (AEI)

The Africa Education Initiative (AEI) was announced by President Bush in June 2002 and is designed to improve educational opportunities for Africa's children through \$200 million of support over five years (FY 2002- 2006). The key objectives are: 1) to increase access to quality schooling by providing 250,000 scholarships for African girls; 2) to train more than 160,000 new teachers and provide in-service training for 260,000 existing teachers; and 3) to partner with Historically Black Colleges and Universities (HBCUs) in the U.S. to provide 4.5 million textbooks and other learning tools for African children. To reach these goals the Initiative will take into account and provide support to increasing the strengthening of community involvement in their children's education, thereby ensuring that school systems are more transparent and responsive to the needs of civil society and ensuring that HIV/AIDS mitigation and prevention are integrated into the appropriate activities.

(i) Ambassadors' Girls' Scholarship Program (AGSP) Funding

The AGSP provides educational opportunities through scholarships for primary and secondary levels. Activities in South Africa will build on the proven results and experience already developed in implementing USAID/South Africa's existing education and skills development programs, including several activities funded by the Education for Democracy and Development Initiative (EDDI). The Mission has also identified potential implementing partners for each of the proposed activities, with whom SO2 is either already working successfully, or has had positive experiences in the past. Each of the proposed new interventions has strong support and buy-in from senior counterparts in the South African government.

1. Scholarships for girls from poor, rural and township schools to study Math, Science and Technology;
2. Scholarships for girls and other vulnerable children affected by HIV/AIDS;
3. Scholarships for girls in workforce skills development programs.

Scholarships support will provide for tuition, book allowances, uniforms, transportation, and mentoring. Additionally, funds would be used to provide supplemental or enrichment classes where needed.

The Ambassador's Girls' Scholarships Program (AGSP) in South Africa assures the education and mentoring of girls through the Ambassador's Scholarship for Girls. It increases the recognition of the roles of women in society by preparing girls to assume more responsible positions, and it concentrates on improving the quality of and access to education of girls and other vulnerable children. The purpose of providing scholarships to girls is to create enthusiasm for the study of science and math, and to inspire them to pursue careers that will make a difference in their societies. The girls will be exposed to technology and will have mentors or role models to set examples relating to the contributions that women can make to society.

(ii) Textbooks and Other Learning Materials (TOLM)

This activity has two objectives. One is to provide high-quality, low-cost, relevant learning materials (textbooks, teacher and student workbooks, readers, etc.) to USAID basic education program countries and to promote strengthened relationships and lasting partnerships between U.S. Historically Black Colleges and Universities (HBCUs) and their counterparts from African institutions.

Hampton University was selected to be USAID/South Africa's implementing partner under this program. A team from Hampton visited South Africa in July 2003 to assess possible interventions and develop an implementation plan. In meetings with the National Department of Education it was agreed that all materials developed under the TOLM activity would resonate with National Curriculum Statement Guidelines

The proposed National DoE project for the Textbooks and Other Learning Materials (TOLM) Initiative aspires to ensure that South African students can read fluently by the third grade. It focuses largely on acquiring readers for learners in all eleven official languages. Some of the project dimensions include:

- a) Development of children's reading materials through a collaborative effort with Hampton University;
- b) Building teacher capacity on the teaching of writing and reading;

(iii) Teacher Training

The stated goal of the AEI is to provide training for more than 160,000 new teachers and 264,000 existing teachers. SO2 has integrated these funds into the planning for activities to be supported under this Strategy. Exact procedures and the implementing partners for the teacher training component of the AEI will be determined.

B. Public / Private Alliance

USAID/South Africa supports the implementation of integrating Information Communication Technology (ICT) into education. USAID/South Africa signed a memorandum of understanding on April 3, 2003 establishing a partnership with Microsoft (SA), MultiChoice Africa Foundation, Telkom Foundation and the Department of Education to support programs to improve participation and performance of students in mathematics, science and technology. This is a public private alliance aimed at teacher preparation and training and the provision of ICT. USAID/South Africa will explore other public/private alliances that support the core focus on basic education.

3.7. Coordination with Partners:

Partner input was obtained during the strategic revision process for the strategic plan through surveys and consultations with principal private and government partners during the strategic revision process. There is a high convergence of the partners' perceived priorities for USAID support, and the strategy outlined in this document.

3.7.1. Links to Other SOs:

Currently the Education SO manages a bursary program that does not only serve the Education sector, but the interests of all the SOs in the USAID/SA Mission. The bursary program supports the Democracy and Governance SO's Human Rights Program at the University of Pretoria and the Health SO's Eastern Cape Equity Project as well as the financing of medical professionals throughout South Africa. At the University of Pretoria the bursary program supports the Economic SO's students in the Southern African Taxation program, and at the University of the Western Cape (UWC) it supports the Economic Policy Research Institute which deals with building economic capacity for parliamentarians. It also supports the SO's in-country masters' degree program in economics at the University of Stellenbosch. The Job Creation SO's program with the Walter Sisulu bursary fund supports students at the University of South Africa in entrepreneurship and small business development is supported by the bursary program and so is the masters' degree students in housing at the University of the Witwatersrand on behalf of the Housing SO.

Significant potential exists for linkages with other SOs, and specific attempts will be made to build programmatic links along the following lines:

SO	Potential Linkages
SO1: Democracy and Governance	Specific linkages with regard to the integration of Human Rights components in the development of curricula, especially with regard to abuse, discrimination, and HIV/AIDS.
SO3: Health	Significant integration of HIV/AIDS as a cross-cutting theme in curricula development, and planning and management methodologies.
SO4: Economic Team	Analysis of economic trends and sector HIV/AIDS impact analyses can inform planning and curriculum skills development.
SO5: Job Creation	Significant potential for linkages in the areas of skills development for employment through MST education.
SO6: Shelter and Urban Services	District and local government development services impact directly on education provision.

3.7.2. Coordination with other Donor Agencies:

Coordination with other donor agencies is ostensibly the responsibility of the Department of Education, and the Department of Labor. However, education donors meet regularly with the DoE representatives to discuss new strategies and projects, progress on existing projects and issues of interest to the education donor community. USAID will play a facilitative role to

leverage greater joint support for complimentary projects and activities and seek information regarding alternative donor support where USAID support is ending.

USAID's growing relationships with other donor agencies resulted in co-financing opportunities which other SOs have utilized. New opportunities for donor coordination and co-financing are emerging in areas such as HIV/AIDS.

The following donors are working with similar target groups in some of the same geographical areas and addressing the same needs as USAID. In many instances USAID can therefore attribute some, but not all, the successes in educational development in South Africa to its own programs.

a. The Danish National International Development Agency (DANIDA)

The DANIDA Support to Education and Skills Development (SESD) program will assist the Further Education and Training college transformation process both at national level and in the three- targeted provinces of KwaZulu Natal, North West and Western Cape. DANIDA will provide support of DKK 80 million (US\$ 11.95 million) to the national and provincial Departments of Education and Labor and South African Qualifications Authority over a 3-year period. The financial support is distributed across four components: one in each of the three selected provinces and one at the national Department of Education level. Support for FET Skills Development is earmarked for scholarships and small, medium and micro entrepreneur development, research and program support, capacity building, FET/Technical College Reform, Mathematics, Science and Technology development and HIV/AIDS. The development objective of the SESD program is to increase the employability of youth and adults, through supporting the delivery of practical and labor market oriented education and skills training, provided mainly within the FET band. Support for the KwaZulu-Natal Literary Initiative entails the production of learner materials, training materials, office equipment, advertisements, stakeholder meetings, traveling and salaries of project management unit personnel.

b. The Department of International Development, United Kingdom (DfID)

The Imbewu 1 program provided a package of support to ensure integrated development within the Eastern Cape Department of Education, targeted at enhanced capacity within the Department; improved capacity at school level; enhanced center development; provision of teaching and learning materials and community involvement in education. Imbewu 2 is ongoing in the Eastern Cape and DfID has just announced a similar project, the Khanyisa project, in the Limpopo Province. DfID supported the establishment of the Gauteng Institute of Curriculum Development (GICD) in Gauteng to provide training, research and policy advice in curriculum development. DfID established and assisted the Northern Cape Adult Education division to develop sustainable capacity for improved delivery of adult basic education & training in the Northern Cape Province. DfID also supports FET Reform of Technical Colleges and FET HIV/AIDS Projects.

The National Department of Education Support Project has received R16 million (US\$2.2 million) from DfID for Higher Education for the development and implementation of a new funding formula and the development and implementation of a new financial reporting system for public higher education; collaboration with the Higher Education Funding council of England; collaboration with the UK agency UCAS on investigating the development of an appropriate model for a National Higher Education Applications and Information System; the

development and implementation of a new financial reporting system for private higher education institutions; the determination of the size and shape of the private higher education sector; the implementation of a new quality assurance framework for higher education; the restructuring of the institutional landscape in higher education and support for the implementation of mergers and the activities of the Council on Higher Education.

c. The Japan International Cooperation Agency (JICA)

JICA provides technical support to the Mphumalanga Secondary Science Initiative (MSSI). The program ensures training for Mathematics and Science teachers in the secondary school phase. Additionally, JICA volunteers assist with the implementation of MSSI. JICA's Grant Aid Project entails the construction of primary schools in the Eastern Cape, KwaZulu-Natal, Mphumalanga and the Limpopo Province.

d. The Swedish International Development Agency (SIDA)

Swedish support includes the planning and management of the national Ministry of Education; strengthening of gender equality at all levels in the education system; curriculum development, teaching materials, teacher education and further teacher training; education for children with special needs and exchange programs between Swedish and South African educational institutions.

e. The Canadian International Development Agency (CIDA)

The Canada-South Africa Education Management Program (CSAEMP) is a 5 year \$6.9 million partnership between the Canadian International Development Agency (CIDA), the Government of South Africa's national Department of Education and McGill University's Faculty of Education. The objective of this project is to facilitate the transition to a democratized South African education system within the provinces of Free State, Gauteng and Mphumalanga and also at the national level.

f. The European Union (EU)

The EU provided technical support to the Department of Education, targeted specifically at the South African National Literacy Initiative (SANLI), for management training, practitioner training, research and development, systems development, equipment, furniture and materials. The EU has also provided Euros 11.4 million (US\$13.0 million) for a program of Support for the provision of library books for Historically Disadvantaged Institutions of Higher Education in South Africa and Euros 10 million (US\$11.4 million) for the National Student Financial Aid Scheme (NSFAS).

The EU is planning to spend Euros 60 million (US\$68.4 million) over the next four years on school construction in the Eastern Cape, Limpopo and KwaZulu Natal provinces and Euros 50 million (US\$57 million) on HIV/AIDS issues.

g. The Netherlands:

Basic education and HIV/AIDS are central to the Netherlands' development assistance to South Africa and specific agendas include bi- and multi-lingual, open and distance learning and whole school development. The Netherlands provide sectoral budget support to the Department of Education for the Tirisano Program for curriculum and teacher development. Their support

also includes assistance for further education and training scholarships for capacity development and learner support materials development; the development of course materials, workshops, and the establishment of satellite community centers at further education and training institutions, and the development of further education and training Unit standards.

h. Ireland Aid:

Ireland Aid is providing Euros 10 million (US\$11.4million) in support to NSFAS and Irish Pounds 253 345 (US\$ 367,166) in support to the South African Universities Vice-Chancellors Association (SAUVCA) Higher Education Against Aids Initiative.

i. Italy:

Italy is providing Lira 4 billion (US\$ 2,343,328) for NSFAS scholarships.

j. Norway:

Norway is providing NOK 30 million (US\$ 4.15 million) to the South Africa – Norway Program on Research Cooperation in Higher Education.

k. Finland:

Finland is providing budgetary support to the DoE and is assisting efforts in capacity-building, inclusive education, higher education and information technology.

l. The World Bank:

The World Bank has recently joined the donor community assisting the DoE and its first grant to the DoE is addressing issues in human resource development.

m. UNICEF:

Much of UNICEF’s work is in gender. It focuses on girls’ education and violence against girls, but also supports efforts in early childhood education.

3.8. Regional Links:

The adjusted strategy provides significant potential for regional linkages, particularly the possibilities for the establishment of IT, HIV/AIDS and Teacher Education regional centers of excellence in South Africa. Additional funding and human resources will allow regional linkages. Already USAID/SA is housing a Regional Education Adviser in the Education team and is administering the costs associated with the position.

3.9. Preliminary Performance Management Plan:

The indicators below, at a minimum, will be used to monitor performance:

SO Statement: **Increased access to quality education and training**

Indicator: Improved student performance in numeracy, literacy, mathematics and science for students in participating schools.

Intermediate Result 2.1: Improved capacity to develop and implement curricula

Indicators

#2.1.1:

Percentage of teachers that have improved subject matter knowledge in numeracy and literacy (Grade 3), mathematics and science (Grades 6).

#2.1.2:

Percentage of teachers that have documentation in place, reflecting their continuous assessment of students' performance in numeracy, literacy, mathematics and science in the participating schools.

#2.1.3:

Number of teachers trained through in-service and pre-service programs and have successfully completed pre-service training, aggregated by gender.

Intermediate Result 2.2: Improved quality of teaching through teacher education

Indicators

#2.2.1:

Percentage of teachers that are developing and using student-centered teaching methods to implement the RNCS in their classrooms.

#2.2.2:

Percentage of teachers in participating schools who are developing and using teacher-created classroom materials.

#2.2.3:

Number of higher education institutions that have developed curricula and qualifications in accordance with the National Plan for Higher Education.

Intermediate Result 2.3: Improved management and governance of educational institutions

Indicators

#2.3.1:

Percentage of schools where school management teams demonstrate improved instructional leadership skills.

#2.3.2:

Increased percentage of schools that develop and effectively implement three-year school development plans in collaboration with school governing bodies and communities.

#2.3.3:

Number of districts (a) that have in place strategic plans to support schools and (b) that are effectively implementing those plans.

#2.3.4:

Number of higher education institutions submitting revised three-year rolling plans/institutional operating plans.

Intermediate Result 2.4: Mitigate the Impacts of HIV/AIDS on Education

Indicators

#2.4.1:

Number of orphans and vulnerable children receiving care and support through USAID assisted programs.

#2.4.2:

Number of USAID-assisted HIV/AIDS prevention activities focused on youths.

3.10. Roles and Responsibilities

USAID: The Education Team at USAID/South Africa will have the principal management responsibilities for ensuring achievement of results through the interventions financed under the Strategic Objective.

Major roles and responsibilities for USAID include:

- The development, execution and implementation of contracts and assistance instruments
- Coordination with host country counterparts at the Department of Education at all levels;
- Provide day-to-day oversight and management of program activities (including all USAID-issued contracts and grants)
- Monitoring implementation, progress and impact of program activities;
- Participating in Project Steering Committee and Advisory Boards
- Effective pipeline management;
- Preparation of internal and external reporting documentation including but not limited to Annual Reports, Congressional Budget Justifications, Program Implementation Reports;
- Fulfilling special reporting requirements for funds under the Africa Education Initiative

Government of South Africa

Integrated Education Program

1. *National Department of Education:*

- To set policy that should be implemented in the provinces, e.g., the Revised National Curriculum Statement (RNCS), which will be introduced in schools in 2004.
- To set priorities for the entire education system in South Africa. The priorities for the national DoE for the period 2003-2005 are captured in the national DoE's strategic plan, 2003-2005.

- To collaborate with the participating provinces in overseeing the implementation of the program, monitor implementation progress and, as needed during the life of the project, make whatever implementation adjustments that may be needed in consultation with USAID.
 - To participate in the review of technical proposals for the Integrated Education Program.
 - To participate in the inter-provincial meetings held periodically where the implementing agents and provincial officials share/learn best practices.
2. *Provincial Level*
- To collaborate with the national DoE in overseeing the implementation of the program, monitor and, as needed during the life of the project, make whatever implementation adjustments that may be needed. This is critical to ensure that: (a) the program is embedded within rather than parallel to, the regular provincial educational structure; (b) coordination is improved, accountability enhanced, and stronger partnership with the contractor and implementing agents is enhanced; and (c) feedback loop required to sustain the program is generated.
 - To participate in the selection of new schools that will participate in the Integrated Education Program.
 - To provide resources such as transport for the district officials to attend workshops to help them support their schools better, and to co-facilitate teachers' and principals' workshops.
 - To participate in the review of technical proposals for the Integrated Education Program.
 - To participate in the inter-provincial meetings held periodically where implementing agents and provincial officials share best practices.
3. *District Level*
- To participate in training on how to better support schools under their jurisdiction,
 - To review and approve training manuals developed by implementing agents (NGOs) before they (NGOs) use them to train teachers, principals and members of School Governing Bodies (SGBs) in their districts.
 - To co-facilitate training of teachers, principals and members of SGBs.
 - To collaborate with the implementing agents when visiting schools to support teachers, principals and members of SGBs.
 - To monitor the work of the implementing agents and communicate their satisfaction/dissatisfaction to USAID.
 - To participate in the inter-provincial meetings held periodically where the implementing agents and provincial officials share best practices.
4. *School/Community Level*
- To effectively use technical assistance, training and support to improve instruction (for teachers), management (for school management teams) and governance (for SGBs) in their schools.
 - To implement/apply what they learn in the training workshops in their respective schools.
 - To forge partnerships with neighboring school(s) in order to share best practices and learn from one another's experiences.
 - To share information and skills acquired in workshops with all teachers in the entire school.

Tertiary Education Linkages Program:

1. National Government:

- Providing programmatic guidance and coordination of activities
- Ensure that program resources are used in a way to achieve the desired impact of the program
- Review and approval of amendments to the bilateral agreement
- Designate authorized signatories at each historically disadvantaged institution to approve the use of program funds earmarked for that institution
- Ensure that program activities are consistent with government policy in the sector
- Advise on required adjustments to program direction to maintain alignment with national priorities and respond to new developments in the sector

2. Vice Chancellors of Historically Disadvantaged Institutions

- Represent respective institutions at Policy Advisory level
- Communicate and report on the effectiveness and impact of activities
- Identify priorities that affect participating institutions collectively and articulate sector-level concerns

Institutional Contractors:

- Serve as secretariat for Project Steering Committees and Advisory Panels
- Implement activities in accordance with schedule
- Undertake monitoring of program progress and impact as stated in the respective contracts

Integrated Education Program Steering Committee(s):

Program oversight will take place through a Project Steering Committee (PST) in each participating province, composed of national and provincial heads of department or designees, the project director for the relevant province, officials from USAID, and the prime contractor Chief of Party or designee, a sample of officials from the participating districts and schools and representatives of key teacher unions. The Project Steering Committee will:

- oversee the joint planning of the project in all its aspects,
- approve Contractor's work plans
- monitor program progress; and
- undertake implementation adjustments as needed to achieve the objectives of the program.

Tertiary Education Linkages Program Policy Advisory Panel:

Program oversight will take place through a Policy Advisory Panel. This panel is comprised of the Vice Chancellor or his/her designate from each HDI, representatives from the Department of Education's Higher Education Branch and International Relations Branch and representatives of USAID. The Policy Advisory Panel responsibilities shall include:

- overall policy for program implementation
- advising on major implementation issues as they arise
- determining the strategic framework that will determine the focus areas for interventions
- setting program objectives within the strategic framework
- reviewing the overall program budget, advising on the use of program funds to achieve agreed upon objectives and advise on the allocation of unprogrammed funds for new activities

- monitoring program implementation and advising on strategies to maximize achievement of objectives and results
- reviewing and approving contractor workplans

3.11. SO Start and End Dates:

The timeframe for the existing strategy is 2000-2005. However, the Mission requested a two year overall extension of its CSP to 2007 during its mid-term review with USAID/Washington in June 2003. USAID/W agreed (Cable Secstate 208960) to the extension of the CSP through FY 2007 and the extension of the life of objective ceilings for all SOs to accommodate the extra two years of the strategy. The education SO is therefore also extended to 2007 and the timeframe for the technically adjusted strategy is 2003 -2007.

4. RELEVANT ANALYSES

Gender:

The Department of Education launched its Girls Education Movement (GEM), a child-centered, child-led grassroots movement in March 2003. The goals of the Movement are

- Equal access to education for girls.
- Improved quality of education for both girls and boys.
- Gender responsive curricula and Teacher and Learner Support Materials.
- Safe learning environments..
- Abolition of harmful cultural practices.
- Life skills training to empower girls against sexual abuse, exploitation and HIV/AIDS.

The objectives of the GEM are:

- To protect and promote the rights of all girls to quality education.
- To enable African girls to participate in decision making about their education.
- To provide girls with opportunities to develop and exercise their leadership and technical skills.
- To tap the potential of boys, men and women to work in partnership with girls to promote equitable, accessible, high quality education in Africa and through education to create equitable, justice societies.
- To protect the rights of girls with special needs and any child at risk of exploitation or abuse in or outside school.
- To sensitize key actors in the importance of girls' education and mobilize policies and programs that will ensure quality education for all girls.

Priority areas are:

- Transition and transformation for girls` education , safety and security , Science, Math and technology, gender in the curriculum and teaching-learning process, girls with special needs, and resources and legislation

The DoE is committed to provide equal access to education for girls and boys, eliminate sexual harassment and gender discrimination in learning sites, facilitate schooling for pregnant adolescents, provide special funding for programs in math, science and technology to advance

opportunities for girls, develop curricula and training that is gender sensitive, and enable girls to actively participate in extracurricular sports.

USAID/SA supports the DoE's commitment to achieve gender equity as part of the educational transformation process by integrating gender concerns into its education support activities.

One of the activity areas that form the basis of the strategy is the effective implementation of the Revised National Curriculum Statement focusing on the mathematics and science curriculum. USAID-supported programs will strengthen the quality of educational materials by incorporating gender issues and encouraging girls and boys to participate in new subjects/learning areas.

One of the program goals in the Integrated Education Program is improved student performance in numeracy, literacy, mathematics and science. Participation patterns reflect clear gender role divisions since the number of girls pursuing studies in these areas are low and their performance is poor. One of the critical reasons for poor performance is the number of under-qualified and unqualified educators in these areas. More female teachers of math, science, and technology are needed to encourage girls' participation and achievement in these subjects. The IEP will focus on enhancing the capacity of targeted teachers, the majority of whom are women, through in-service teacher education with a specific focus on the teaching and assessment of mathematics and science, and increasing the numbers of mathematics and science teachers trained through pre-service programs. The leadership-training program in FET will target female managers and heads of departments, in order to increase the number of qualified females within the FET professional sector. USAID/SA programs can help to address the gender disparities and improve the access by women to vocational education and training, science, and technology. In this way women will gain access to non-traditional work fields increasing their economic opportunities.

Under the Africa Education Initiative Fund, scholarships will be provided for girls from poor, rural and township schools to study Mathematics, Science and Technology. Scholarships will also be provided for girls and other vulnerable children affected by HIV/AIDS in workforce skills development programs. Contractors will be required to disaggregate participant numbers in programs under their management by gender.

Under the management and governance Intermediate Results in TELP II, institutions will be assisted with revising three-year strategic rolling plans and developing institutional operational plans. These two management tools will address issues of gender equity as required by South African labor legislation and TELP contractors will be disaggregating participant numbers by gender and reporting on the extent to which institutional strategic plans have addressed issues of gender equity.

SO Statement: Increased access to quality education and training

<p>1. Intermediate Result: Improved capacity to develop and implement curricula.</p> <p>Indicators</p> <p>#1.1: Percentage of teachers that have improved subject matter knowledge in numeracy and literacy (Grade 3), mathematics and science (Grades 6).</p> <p>#1.2: Percentage of teachers that have documentation in place, reflecting their continuous assessment of students' performance in numeracy, literacy, mathematics and science in the participating schools.</p> <p>#1.3: Number of teachers trained through in-service and pre-service programs and have successfully completed pre-service training, aggregated by gender.</p> <hr/>	<p>2. Intermediate Result: Improved quality of teaching through teacher education.</p> <p>Indicators</p> <p>#2.1: Percentage of teachers that are developing and using student-centered teaching methods to implement the RNCS in their classrooms.</p> <p>#2.2: Percentage of teachers in participating schools who are developing and using teacher-created classroom materials.</p> <p>#2.3: Number of higher education institutions that have developed curricula and qualifications in accordance with the National Plan for Higher Education.</p> <hr/>	<p>3. Intermediate Result: Improved management and governance of educational institutions.</p> <p>Indicators</p> <p>#3.1: Percentage of schools where SMTs demonstrate improved instructional leadership skills.</p> <p>#3.2: Increased percentage of schools that develop and effectively implement three-year school development plans in collaboration with SGBs and communities.</p> <p>#3.3: Number of districts (a) that have in place strategic plans to support schools and (b) that are effectively implementing those plans.</p> <p>#3.4: Number of higher education institutions submitting revised Three-year Rolling plans/institutional operating plans.</p> <hr/>	<p>4. Intermediate Result: Mitigate the Impacts of HIV/AIDS on Education</p> <p>Indicators</p> <p>#4.1: Number of orphans and vulnerable children receiving care and support through USAID assisted programs.</p> <p>#4.2: Number of USAID-assisted HIV/AIDS prevention activities focused on youths.</p> <hr/>
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