

# PRESIDENT'S EDUCATION INITIATIVE

## APPENDIX B

### PROVINCIAL REPORTS FOR

Western Cape

Northern Cape

Eastern Cape

Free State

KwaZulu/Natal

undertaken by the Joint Education Trust

Commissioned by the National Department of Education

Funded by DANIDA

THE PRESIDENT'S EDUCATION INITIATIVE  
APPENDIX B  
PROVINCIAL REPORTS

Each provincial report has the following sections:

- Audit Summary
- Audit Report;
- Action Planning/Workshop Report; and
- Funding Proposal/s.

## PRESIDENT'S EDUCATION INITIATIVE : WESTERN CAPE AUDIT

<b>A PRESENT SITUATION</b>	<p>4 teacher training colleges, 1 600 schools, 804 389 pupils, 33 848 educators, 23% of educators un- or underqualified. T:P ratios reasonably low at 26:1 and 20:1 but these figures mask the ratio of 41:1 in many African schools at both primary and secondary levels.</p> <p>There are three regions, 9 districts and 61 circuits. Four chief directorates : Education Support and Development, Professional Services, Education Provision, Administration Services. The sub-directorates curriculum services and subject advisory services in Education Provision and INSET/HRD in Professional Services all deal with teacher development.</p> <p>All three sub-directorates have draft policy documents. All subject advisers have developed implementation plans. The Subject Advisory Services and Curriculum Services directorates have developed a plan for the implementation of Curriculum 2005. The INSET directorate has held consultative, information-sharing meetings with all INSET providers in the province. Questionnaires were sent to principals by WCED INSET sub-directorate - one for those appointed before January 1994 and one for those appointed after January 1994. Principals were asked to identify their training needs. An analysis of these questionnaires has been completed and a document produced outlining important considerations for training</p>		
<b>B CURRENT INITIATIVES</b>			
<b>Nature of initiative</b>	<b>Implementing agency</b>	<b>School level</b>	<b>Description and Scope of Initiative</b>
Curriculum	WCED	All	Information dissemination on OBE, NQF, Learning Area Committees Draft reports of the National Learning Area Committees distributed
	CCD	Primary	<ul style="list-style-type: none"> <li>• OBE across-the-curriculum methodology workshops 10-16 day courses for 74 schools</li> <li>• Train-the-trainer programmes in OBE methodology 10 day school-based mentoring and 2/3days classroom support for 22 schools</li> <li>• Reception Year Training 25 days for 120 teachers</li> </ul>
	POLP	Primary	In-Service -HDE at JP level to equip teachers to work with over-age children.
PRESET	TLRC	All	The TLRC works with teachers and academics in producing new classroom materials and distributes materials widely in all provinces.

Whole School Development	TIP	All	School-based organisational development for 25 schools and various management and governance courses at UWC
	Gatsby Foundation	All	Teacher development in areas of maths, science, technology, English and school administration in 5 high schools and 8 primary schools. Aimed at improved pupil performance in maths and science.
	CIE	All	The CIE works in nine contracted schools and works with management teams and principals. The CIE also provides management training to the principals and management of all Catholic schools in the province and occasional teachers' seminars as requested. The CIE and TIP have begun a three-year WSD project in Oudtshoorn/George with over 100 schools.
	DG Murray Trust	Primary	Joint project run by Maths, English, Science and WSD NGOs for 100 schools.
Maths, science and technology	IMSTUS	All	Distance FDEs in maths, biological science, physical science, computer science for 30 teachers.
	PARSUS	Secondary	Partnership between University of Stellenbosch and 10 schools; six one-day workshops.
	ORT-Step	All	Two-year part-time FDE. Technology component 240-300 hours. 60 WC teachers enrolled.
	MEP	All	Various short and long courses, accredited and non-accredited in maths education. Also classroom support. Partnerships with WCED, AMESA, UWC, UCT.
	PMP at UWC	Primary	Various short and longer courses. Also classroom support and partnerships with WCED and AMESA.
	SEP	Secondary	Six three-day workshops and two school visits for 180 JS and SS teachers.

Maths, science and technology contd.	SYSTEM	All	This is a matriculation exemption recovery year programme for maths and science students who did not receive grades which allowed access to tertiary institutions. The programme also aims to provide training for teachers of maths and science.
	PRINSET		<i>Senior Primary In-service Education for Mathematics Teachers (PRINSET)</i> aims to offer a 12-hour course to all Std. 2,3 and 4 teachers in mathematics.
	Maths LAC/ WCED/AMESA		The Maths LAC is planning to use the existing AMESA-WCED partnership to plan and provide OBE maths in-service for all Grade 1 and 7 teachers in 1997/8.
Language Development	SMILE	Primary	10 monthly half-day workshops and weekly (32) classroom visits at JP/SP level for 24 teachers in six schools.
	Molteno	Primary	18 - 48 hour workshops and 2-3 hours of classroom visits per annum per teacher for 300 JP and SP teachers. Provision of classroom kits to 120 teachers. Training Workshops of 18 - 48 hours for 5 subject advisers, principals and HODs.
	READ	All	READ intends to reach two teacher training colleges, 500 students, 690 teachers and 50 principals in 1997. 270 parents also to attend workshops.
	NLP	Junior Primary	<ul style="list-style-type: none"> <li>• Xhosa lessons for teachers - a six-week course for 110 JP teachers</li> <li>• Teacher Support - monthly workshops for 56 JP teachers</li> <li>• Team Teaching - three days a week Sub A to Std 2 for 20 JP teachers</li> <li>• Use of Computers</li> </ul>

Governance and management	MSTP	All	<ul style="list-style-type: none"> <li>• Support and training for school management teams in 14 schools as part of the SAILI project</li> <li>• Pentech FDE in Education Development, Management and Administration - marketing of course under way.</li> </ul>
	WCED	All	EMD seminar organised by WCED held on 12 February 1997 at Parow Teachers' Centre.
General INSET	TLRC at UCT		<p>The TLRC runs 25 - 40 courses each year for teachers at all levels on a range of topics. Each course consists of four to six sessions.</p> <p>The Resources Centre also has classroom resources for sale and reference. Approximately 3 000 teachers visit the centre each year.</p>

## Provincial Audit : Western Cape

### 1.. Introduction

This report provides an overview of proposed and current teacher education initiatives in the Western Cape. The report begins with a brief description of the size of the education delivery system in the province and the particular problems faced by the Western Cape Education Department (WCED). The background section includes an overview of the structure of WCED. The report then provides an outline of the Department's policy and planning documents particularly as they relate to teacher education and development. Finally, the report describes teacher education initiatives under the headings

- Curriculum development
- PRESET
- Whole, School Development
- Language development
- Maths, science and technology
- Governance and management

In preparing for this report JET met with

- Mr D. Kennedy, Chief Director
- Mr B. Schreuder, Directorate Curriculum Management
- Dr J. Schreuder, Chief Education Planner : Teacher Training
- Mrs L. Rose, Sub-directorate INSET
- Dr N. Faasen, Sub-directorate Curriculum Services
- Mr T. Smit, Sub-directorate Subject Advisory Services
- Mr D. Shepherd, Directorate Teacher Education, ECD, ABET and Technical Colleges

The following documents supplemented the information provided in these meetings:

Resource Centres for Teaching and Learning (an approach to teacher support and development) : A synthesis of ideas from Cape Town Education Practitioners compiled by Dave Shepherd

Curriculum Focus : WCED Newsletter on Curriculum Renewal, 1996 : 1

Curriculum Focus: WCED Newsletter on Curriculum Renewal, 1996: 2

Report on a consultative forum on WCED structures for curriculum development, 18 October 1996

Curriculum 2005: WCED Implementation 1998, 25 February 1998

WCED Practitioner Development Model, 11 March 1997

WCED, Sub-directorate : Subject Advisory Service, Curriculum 2005 ; Strategic Planning, Provincial Training Plan : Practitioner Development, 11 March 1997

Contribution to WCED Curriculum Development by the Directorate: Curriculum Management and the sub-directorate : Curriculum Service

Questionnaires sent to principals appointed before and after January 1994 WCED

Questionnaire to INSET providers

Sub-directorate : INSET Report on INSET Policy Working Session 3 February 1997

Report on INSET Consultative Forum held on 28 November and 3 December 1996

Human Resource Development = Learning by Linda Rose

Subject Advisory Services - Planning 1997 - examples of subject plans

Organogram of WCED at 11/3/96

Working document concerning a Policy Framework for the Subject Advisory Service of the WCED, October 1996

NGO questionnaires

## 2. Background

The Western Cape Department of Education inherited schools from four previous departments: those administered by the former tricameral Houses of Assembly (HoA), Delegates (HoD) and Representatives (HoR) and the Department of Education and Training (DET). The province's education system is now divided into three regions, nine area offices and sixty-one circuits. There are 1 600 primary and secondary public schools of which 81 % are primary schools.

The province is geographically the fourth largest province and has 9% of the population. It is a diverse province with a high concentration of the population around Cape Town which contrasts sharply with the very low population densities of the Karoo. It is the province with the highest human development index but there is great inequality amongst the race groups. The province is experiencing considerable migration from other provinces. The predominant language is Afrikaans (57%).

In 1994 the pupil enrolment was 804 389 or 7% of the national pupil population. 69% of these pupils were in primary schools and 31% in secondary schools. The racial division was as follows: 121 385 (15%) African, 528 106 (66%) Coloured, 3 559 (0%) Indian and 151 339 (19%) White.



**Table 1 Pupil Enrolment, 1994**

Population Group	Level of School				Total Enrolment	
	Primary		Secondary			
African	83 312	69%	38 073	31%	121 385	15%
Coloured	384 156	73%	143 950	27%	528 106	66%
Indian	2 209	62%	1 350	38%	3 559	0%
White	88 612	59%	62 727	41%	151 339	19%
Total	558 289	69%	246 100	31%	804 389	100%

In 1994 there were 33 848 teachers - 21 623 (64%) at primary level and 12 225 (36%) at secondary level. The racial division was African 2 960 (9%), Coloured 22 513 (67%), Indian 274 (1%) and White 8 101 (24%). 23% of all educators were classified as un(der)qualified which makes it the province with the second highest proportion of qualified teachers, after Gauteng (22%).

**Table 2 Educators, 1994**

Population Group	Level of School				Total Educators	
	Primary		Secondary			
African	2 037	69%	923	31%	2 960	9%
Coloured	15 161	67%	7 352	33%	22 513	67%
Indian	65	24%	209	76%	274	1%
White	4 360	54%	3 741	46%	8 101	24%
Total	21 623	64%	12 225	36%	33 848	100%

The national norm for pupil:teacher ratios has been set at 40:1 for primary and 35:1 for secondary schools. In 1994 there was a primary ratio of 26:1 and a secondary ratio of 20:1 in the Western Cape. However, these ratios mask the inequalities as the ratio in African schools was 41:1 at both the primary and secondary levels.

The Western Cape has relatively high repetition rates at both the primary and particularly the secondary level. Drop-out is also a problem with primary drop-out slightly higher than secondary.

The national matric pass rate in 1996 was 54%. The Western Cape had the highest

proportion (80%) of pupils passing the standard 10 examination and also the highest proportion passing -with university exemption (35%). The national average for university exemption passes was 15%.

There were eight colleges of education in 1994 but this number has been reduced to 4.

The WCED consists of one Superintendent General and one Deputy Director General. There are four chief Directorates : Education Support and Development,  
Professional Services,  
Education Provision,  
Administration Services.

Teacher Education falls under two directorates of the Chief Directorate : Education Support and Development, namely

- Non-school and Community Education - PRESET
- Curriculum Management - curriculum development, subject advisory services.

However, the HRD department which also deals with teacher development is located in the Chief Directorate : Professional Services.

### **3. Policy and planning**

Policy and planning documents relating to teacher development were provided by the Directorate: Curriculum Management, the Sub-directorate of Subject Advisory Services and the Sub-Directorate INSET

#### **3.1 Curriculum development**

The curriculum division of the WCED has a draft policy document 'Western Cape Education Department Draft Policy Framework and Structures for Curriculum Development, March 1996'. This includes principles and proposed structures for curriculum development and functions and tasks of the various structures.

In addition to the above, the document 'Contribution to WCED Curriculum Development by the Directorate: Curriculum Management and the sub-directorate: Curriculum Service' outlines the roles and functions of this section of the WCED.

The Directorate: Curriculum Management supports the development of

- quality teachers and trainers
- programmes for teaching and learning

These two main functions are performed by the sub-directorates Subject Advisory Services and Curriculum Service. These sub-directorates function as an integrated team responsible for

- guidance within specific learning areas
- management of specific curriculum projects

- curriculum research, design , implementation and evaluation • teacher development
- advice within subjects,
- support in WCED institutions
- co-ordinating the curriculum activities within the various departmental directorates
- gathering, reworking and disseminating recent information on curriculum development
- identifying and initiating new activities which promote lifelong learning
- contributing with other agencies to institutional development of schools

Finally, a Consultative Forum on WCED Structures for Curriculum Development was held in October 1996. The report on the forum describes the three proposals developed: Principles for curriculum development, Minimum roleplayers, Levels of participation.

### 3.2 Subject Advisory Services

This sub-directorate has produced a 'Draft document concerning Policy Framework for Subject Advisory Services of the WCED, October 1996' which consists of a background section, rationale, vision, mission and implications for practice, organisational structure, and a profile of advisory functions of subject advisory services.

#### *Vision*

'Excellence in the lifelong development of every learner within just, effective and dynamic systems.'

#### *Mission*

'To facilitate the optimal and sustainable development of educators and curricula in order to enable every learner to benefit from and allow himself/herself to contribute to a culture of lifelong learning.'

At the beginning of 1997 all subject advisers prepared plans according to the following categories: areas of concern, goals, target group, strategies, time frame, resources required, assessment procedures.

### 3.3 INSET or Human Resource Development

This department has produced newsletters on Human Resource Development which advocate the need for every member of the WCED to take responsibility for their own development and suggests that the WCED needs an overall framework for operating. Newsletters cover topics on the role of the line manager in people development.

In November 1996 this department of the WCED also invited all INSET providers to consultative forums held at the Cape Town Teachers' Centre and Parow Teachers' Centre. These were attended by WCED subject advisors, representatives from Teachers' Centres and representatives from NGOs. The WCED asked providers to complete a questionnaire providing basic information on their provision in terms of school phase, focus of provision,

duration and resources. This information has been developed into a database of INSET providers.

The above meetings discussed assumptions concerning INSET; the challenges facing INSET providers; what INSET is; how co-ordinated, effective INSET is effected; and provided opportunities for information exchange such as 1997 plans, focus , and targets.

In February 1997 a follow-up meeting was called by WCED `to draft an INSET policy for the WCED by continuing a process begun by the task team on INSET and Teachers' Centres in 1994 and continued by various groups until 1996'. The aim of the meeting was `to draw together a representative group of role players to collaborate in the process'. Representatives of the following organisations attended the meeting : WCED, WCPETF, IPI, Universities, Colleges of Education, the organised NCEO sector and teacher associations.

The meeting identified:

- who should be involved
- documents on which the discussion should be based
- time frames
- the need to determine what schools need

In response to the Education Management Task Team Report, the sub-directorate arranged a seminar to which all EMD roleplayers were invited. One objective was to initiate the formation of an EMD Steering Committee. In addition, all principals received questionnaires. One was designed for all principals appointed before 1994 and another for those appointed after 1994. An analysis of the returned questionnaires has been completed and a course designed according to the needs expressed in the questionnaires.

#### 4. Current and proposed teacher development initiatives

##### 4.1 Curriculum development

###### *Departmental initiatives*

A newsletter from the Directorate Curriculum Management `Curriculum Focus : WCED Newsletter on Curriculum Renewal, 1996: 1' addressed to `all our educators, trainers, parents and everyone else concerned' provides a brief introduction to OBE, the NQF and `an urgent invitation to take part in the design of a new approach to lifelong learning and development in South Africa'.

The newsletter outlines the steps that have to be taken.

###### Design

- outcomes and unit standards
- guidelines for the writing of learning programmes
- learning programmes at national, provincial and local level • teaching, training .and learning materials.

## Teacher and Trainer Learning and Development

Teachers and trainers will be involved in the design phases but in-set and pre-set will be adapted to the new framework for lifelong learning and development.

The newsletter also suggests courses of action for the next three months.

The next newsletter 'Curriculum Focus: WCED Newsletter on Curriculum Renewal, 1996: 2' was accompanied by a brochure developed by Heinemann publishers on the curriculum to be implemented from 1998. The newsletter provides suggestions on the use of the brochure including staff meetings, informing parents and learners and appointing a curriculum renewal committee or a curriculum co-ordinator to manage the process in the institution.

The newsletter also suggests that readers work with the eight Learning Area Committees (LACs) which were at the time compiling draft curriculum documents for each learning area. Finally, the newsletter provides contact names and telephone numbers of those involved in the LACs.

In January 1997 the WCED distributed the draft reports of the national LACs and asked for comments to be sent to the Directorate: Curriculum Management. The accompanying letter from the Directorate suggested questions for discussion.

In early 1997 the Sub-directorate: Curriculum Service produced a document which outlined the work of the sub-directorate and described what had been achieved:

- establishment of consultation structures and mechanisms
- establishment of WCED curriculum development structures
- building of networks
- communication of new approach to lifelong learning and development
- extension of participation by schools

The following were identified as major problems:

- vacancies
- time frame imposed nationally
- lack of resources
- lack of information among institutions regarding OBE and NQF

The sub-directorate's goals for 1997 were described as:

- development of quality learning programmes and support materials for implementation in 1998
- development of people involved in curriculum development
- successful co-ordination of implementation of Curriculum 2005
- effective support for institutional development

The sub-directorates Subject Advisory Services and Curriculum Service have developed an implementation plan for Curriculum 2005 (see Curriculum 2005: WCED Implementation 1998, 25 February 1998 attached).

Eight areas have been identified by the WCED for planning and implementation of this programme. The eight areas are people development, outcomes, learning programmes, materials, assessment and evaluation, piloting, advocacy and communication and institutional development. The plan which runs from February is continually updated.

The sub-directorate Subject Advisory Services has developed a detailed plan for the first of the areas, namely people development. This programme aims to reach every primary teacher in the province during 1997 to introduce Curriculum 2005 and the implications for classroom practice. A rationale for the clustering of schools for these information sessions has been developed and a detailed six-day programme for the OBE orientation. High school teachers will be reached from 1998.

This section of the Department has also developed a Practitioner Development Model for the introduction of Curriculum 2005 and a Provincial Training Plan for Practitioner Development which describes the time frame, areas of concern, goals, target group, strategies, resources and assessment of the project.

Detailed plans have also been developed for the pilot phase of Curriculum 2005. This includes the selection process for the schools, criteria for identification and selection of schools, the proposed geographical spread of the pilot schools, the composition of the development and support teams for pilot schools and recommended courses for these schools.

*Centre for Cognitive Development (CCD)*

- Teacher Empowerment OB Cross Curriculum Methodology 10-16 day school-based programme for 74 primary schools.
- Train-the-Trainer Programme in OB methodology Phase II  
10 days school-based mentoring and 2/3 days additional classroom support for 22 schools
- Reception Year Teacher Training Programme  
25 days of workshops and classroom intervention for 120 teachers

*Teaching and Learning Resources Centre (TLRC) at UCT*

The TLRC works with teachers and academics in producing new classroom materials and distributes materials widely in all provinces. The TLRC also teaches materials development modules on the UCT FDE and B. Ed. Courses.

*Primary Open Learning Pathways Trust (POLP)*

- A two-year in-service Higher Diploma in Education - four modules piloting multi-grade teaching at junior primary level to equip in-service teachers to work with over-age children with the possibility of accelerating their learning and placing them in Grade 5 after two years. POLP also runs a Teacher Support Programme for JP teachers in eight open learning classes. Fortnightly classroom visits are undertaken to monitor application of teaching method.

## 4.2 PRESET

The number of colleges has been reduced to four by the amalgamation of colleges. The other colleges will be used for other education and training purposes.

### 4.3 Whole School Development *Teacher In-service Project (TIP) at UWC*

- School-based organisational development - ongoing support for 25 schools
- Various leadership management and governance courses for schools

#### *SAILI Project of Gatsby Foundation*

This intervention is aimed at improving pupil maths and science performance but includes teacher development programmes in maths, science, technology, English and school administration. It currently operates in five high schools and eight primary schools. Protec, PSP and MSTP as well as various individuals have been contracted to provide the teacher support.

#### *DG Murray Trust 100 School Project*

The Trust recently approved a joint project to be run by MEP, ESST, TIP and PSP in 100 schools over 3-5 years. Top level support from WCED has been secured and the start-up phase will take place in 1997.

#### *Catholic Institute of Education (CIE)*

The CIE works in nine contracted schools and provides:

- six two-hour workshops in each school
- monthly on-site consultation with the school development teams in each of the nine schools
- termly consultation with nine principals
- a 40-hour course for school development teams and principals

The CIE also provides management training to the principals and management of all Catholic schools in the province and occasional teachers' seminars as requested.

The CIE and TIP have begun a three-year WSD project in Oudtshoorn/George with over 100 schools.

#### 4.4 Maths, science and technology

*Institute for Mathematics and Science Teaching University of Stellenbosch (IMSTUS)*  
FDEs in maths, physical science, biological science and computer science. Each course consists of four contact sessions of three weeks each and distance education over two years for 30 teachers from Western Cape and four teachers from Eastern and Northern Cape.

*PARSUS :partnership between schools and University of Stellenbosch*  
For teachers and matric pupils from 10 schools; six one-day workshops.

##### *ORT-Step*

INSET FDE University accredited two-year part-time course. The course consists of 480-600 contact hours of which the technology component is 240-300 contact hours. Currently 60 teachers in the Western Cape are enrolled.

##### *Mathematics Education Project (MEP) at UCT*

- Short courses for teachers - two 10-hour courses with materials for 30 JP teachers and 30 SP teachers. Also day-long workshops with PSP for 120 teachers.
- Training of facilitators for PRINSET with AMESA/WCED - three three-day workshops with materials for 90 SP teachers.
- Cascade style PRINSET workshops with AMESA/WCED - ten 12-hour workshops with materials for 300 teachers at SP level.
- Applied mathematics programme - eight two-hour workshops for 30 JS and SS teachers
- FDE accredited in-service course with classroom support for 12/36 teachers
- Intensive course in primary mathematics education - 20 two-hour sessions with classroom support and materials for 12 teachers
- Intensive course in primary mathematics education with TSP and WCED - 40 hour course with materials for 30 teachers in Grabouw area.
- HDE (UWC) accredited pre-service course for 12 student teachers

##### *Primary Maths Project (PMP) at UWC*

- Short courses for JP/SP - 16 hour courses over four days. Follow-up workshops to courses also offered.
- FDE - two year part-time, one year full-time
- Community Schools Project - three month classroom support programme
- TSP - 16 hour courses over four days
- WCED/AMESA - 12-hour maths curriculum course

##### *Science Education Project (SEP)*

Science Teacher Support for 180 JS/SS teachers - six three-day workshops and two school visits per teacher.



### Primary Science Programme

The project works with approximately 500 senior primary teachers from 100 schools. Teachers of science, English, history and geography attend three formal contact sessions per year which is followed by classroom support on request.

### System

This is a matriculation exemption recovery year programme for maths and science students who did not receive grades which allowed access to tertiary institutions. Participants must have passed languages and have studied maths and science for matric. The programme also aims to provide training for teachers of maths and science. The project is located at the former Good Hope College of Education in Khayelitsha. The programme is a one-year bridging programme followed by a four year teachers' diploma course with a two-year internship. A pilot project is being run in 1997 and the project will expand in 1998. The WCED has received money for the project for 1997 only. Funding required for 1998 is R1 million. The teachers' diploma due to start in 1998 requires approximately R5 million.

### Senior Primary In-service Education for Mathematics Teachers (*PRINSET*)

This programme aims to offer a 12-hour course to all Std. 2,3 and 4 teachers in mathematics. It will be conducted in 100 centres across the province. This will be followed by three afternoon in-service sessions at each centre during the rest of 1997. R50 000 has been obtained for this project and another R700 000 is required to reach all maths teachers at the SP level.

### Gr 1 and 7 In-service education in preparation for 1998 Curriculum

The Maths LAC is planning to use the existing AMESA-WCED partnership to plan and provide maths in-service development for all Grade 1 and 7 teachers in 1997/8.

Once the WCED plans for introducing the new curriculum are in place there will be greater clarity as to costs. If a model similar to the PRINSET programme is adopted, R1 600 000 will be needed.

### 4.5 Language development

St Mary's Interactive Learning Experience (*SMILE*) Classroom Reinforcement and Teacher training Programme

10 monthly half-day workshops and weekly (32) classroom visits at JP/SP level for 24 teachers in six schools.

### Molteno Language In-service Teacher Training

18 - 48 hour workshops and 2-3 hours of classroom visits per annum per teacher for 300 JP and SP teachers. Provision of classroom kits to 120 teachers. Training Workshops of 18 - 48 hours for five subject advisers, principals and HODS.

### National Language Project

- Xhosa lessons for teachers - a six-week course for 110 JP teachers
- Teacher Support - monthly workshops for 56 JP teachers
- Team Teaching - three days a week Sub A to Std 2 for 20 JP teachers

- Use of computers - four-day course for 30 teachers

#### *READ Educational Trust*

READ offers programmes at the pre-school, junior primary, senior primary and secondary phases. These courses are offered at the teacher training college to lecturers and students and at schools to teachers and principals. READ also provides resources and governing body training and parental education. In 1997 READ intends to reach two teacher training colleges, 500 students, 690 teachers and 50 principals in the Western Cape. 270 parents also attended workshops.

#### 4.6 Governance and management

##### *Management of Schools (MSTP)*

- Support and training for school management teams in 14 schools as part of the SAILI project
- Pentech FDE in Education Development, Management and Administration - marketing of course underway.

##### *WCED Novice Principals' Training*

Questionnaires sent to principals by WCED INSET sub-directorate - one for those appointed before January 1994 and one for those appointed after January 1994. Principals were asked to identify their training needs. An analysis of these questionnaires has been completed and a document produced outlining important considerations for training.

##### *WECD Education Management Development*

EMD seminar organised by the WCED held on 12 February 1997 at Parow Teachers' Centre.

#### 4.7 General INSET

##### *The Teaching and Learning Resources Centre (TLRC)*

The TLRC at the University of Cape Town runs 25 - 40 courses each year for teachers at all levels on a range of topics. Each course consists of four to six sessions.

The Resources Centre also has classroom resources for sale and reference. Approximately 3 000 teachers visit the centre each year.

MINUTES OF A MEETING OF THE  
PRESIDENT'S EDUCATION INITIATIVE (PEI)  
IN THE WESTERN CAPE

Prepared by Prof J Strauss (RIEP)

## **PRESIDENT'S EDUCATION INITIATIVE (PEI) IN THE WESTERN CAPE**

Report of a meeting held at the offices of the Western Cape Education Department, Cape Town on 14 April 1997.

Present:

Mr M Diphofa (JET)

Prof JP Strauss (RI EP, facilitator)

Mr D Shepherd (WCED)

Mr D Louw (CCTO)

Mr T Erasmus (Sohgne C.E)

Prof C D Cilliers (University of Stellenbosch)

Mr L Cleophas (Peninsula Technikon)

Mr W Smith (Cape Technikon)

Mr R Sieborger (UCT)

Ms J Pease (POLP & IPC)

Ms R Versfeld (JPC c/o TLRC)

Ms L Rose (WCED)

Mr N Faasen (WCED)

Mr T Smit (WCED)

Welcome by Mr D Shepherd (WCED).

### *Purpose of the meeting*

Mr Diphofa informed the meeting that the PEI was started by President Mandela through his appeal to the international community to assist in the development of teachers to improve schooling. The overall objective is to link the needs and priorities of the provincial education departments to donor support. To serve this objective an audit of all teacher development projects and an evaluation thereof will be made. After this a strategic plan for teacher development will be formulated and

this plan will be discussed with the donors. This linking up process will be the task of JET.

The purpose of the meeting will be to evaluate the work done in the projects on teacher development and generate initiatives for the strategic plan that can be forwarded to the donors for funding.

To facilitate the process the following procedure was followed:

1. Discussion of the current audit of education in the Western Cape. After initial discussion of the document it was decided by the meeting that the data contained in the Audit was outdated and should be updated especially the initiatives taking place by NGOs. The NGOs were to report to other providers and encourage them to provide JET with information on their initiatives; the Department was to prepare a covering letter to be sent with the JET questionnaire to NGOs.
2. During a brainstorming session the meeting raised a number of problems and/or needs. These problems/needs were categorised as follows:

*Orientation and handling of change in the education system*

Paradigm shift to OBE, handling of change by the teacher, resources, continuous evaluation, teaching of life skills, redeployment and retraining of teachers, adult and special education.

*Management of learning and teaching*

School management, mental state of the teacher, inclusive education, and whole school education, out of school learners.

*Empowerment of the teacher in the classroom*

Classroom management, large class teaching, culture of teaching, multi-lingual, multi-age and multi-grade teaching, training of trainees.

The community and schooling

Community and parental involvement, discrepancies between urban and rural areas and need of rural areas in education.

3. The following strong points were identified:

WCED initiatives

The WCED had already launched some initiatives such as the orientation of teacher toward curriculum 2005 and the planning of others such as management courses for educational leaders.

There are committed leaders

The meeting identified that there are educational leaders who are committed towards a culture of teaching and learning.

Initiatives by NGEOs on limited resources

There are a number of initiatives by the NGOs taking place but resources are limited and these initiatives cannot be extended to all teachers or schools.

Good working relationships between the WCED and NGEOs, Universities, Teacher Training Colleges, Technikons, Technical Colleges

Initiatives taken by the parties outside the WCED are always done in collaboration with the department.

Some innovative school

There are schools taking initiatives on e.g. educational change and other school matters.

Peer support, mentorship

In some schools there exist support programmes for newly qualified teachers.

Teacher centres and school clinics

Teacher centres play an important role in the organisation of initiatives and the dissemination of information on educational matters.

Culture and co-ordination of *INSET*

There exists a culture of co-ordination of INSET by the role players. The target groups and dates do not overlap.

Media production unit

Educational media can be produced for and distributed among the teachers.

Language (only 3 official)

The fact that there are only three official languages in the Western Cape makes correspondence easier and cheaper.

After a discussion of the mentioned needs and strong points the following initiatives to accommodate the identified needs were identified.

1. Professional development of educators towards Curriculum 2005. Paradigm shift: to OBE, handling of change by the teacher, resources, continuous evaluation, teaching of life skills, redeployment and retraining of teachers, adult and special education.
2. Educational management and leadership.  
School management, mental state of the teacher, inclusive education, and whole school education, out of school learners.
3. Classroom management and development.  
Classroom management, large class teaching, culture of teaching, multilingual, multi-age and multi-grade teaching, training of trainees.

4. Advocacy and communication (Vision Building, Culture of Learning and Teaching Networking)

Community and parental involvement, discrepancies between urban and rural areas and need of rural areas in education.

These initiatives are now put forward as programmes that can be implemented



# WESTERN CAPE EDUCATION DEPARTMENT PEI PROPOSAL

Prepared by Penny Vinjevold

## 1. Introduction

The purpose of this proposal is to obtain funds for two programmes aimed at the professional development of educators to facilitate disciplined and purposeful educational institutions. The programmes, which are primarily focused on equipping educators and school managers in the Western Cape to implement Curriculum 2005, are the Professional Development of Educators towards Curriculum 2005 and Education Management and Leadership Development. Their specific objectives are as follows:

### Professional Development of Educators towards Curriculum 2005

- to introduce Outcomes-based Education and related concepts to teachers, principals, departmental officials, parents and the general public.
- to train teachers in pilot schools to implement and develop learning programmes and provide feedback to the Learning Area Committees(LACS)
- to train all educators in the new teaching approach (OBE) and develop of classroom management skills

### Education Management and Leadership Development.

- to train Novice Principals and provide ongoing support
- to facilitate the professional development of Circuit Managers
- to orientate all Principals in the management of Curriculum 2005

## 2. Background

### Scope of the delivery system

The present Western Cape Department of Education (WCED) inherited schools from four previous education departments: those administered by the former tricameral Houses of Assembly (HoA), Delegates (HoD) and Representatives (HoR) and the Department of Education and Training (DET). The province's education system is now divided into three regions, nine area offices and sixty-one circuits. Each area office is managed by an Area Manager and each circuit by a Circuit Manager. In total there are 1 600 primary and secondary public schools. 81% of these are primary schools and 19% secondary schools.

In 1994 the pupil enrolment was 804 389 or 7% of the national pupil population. 69% of these pupils were in primary schools and 31% in secondary schools. The racial division was as follows: 121 385 (15%) African, 528 106 (66%) coloured, 3 559 (0%) Indian and 151 339 (19%) white.

In 1994 there were 33 848 teachers - 21 623 (64%) at primary level and 12 225 (36%) at secondary level. The racial division was African 2 960 (9%), coloured 22 513 (67%),

Indian 274 (1%) and white 8 101 (24%). 23% of all educators were classified as un(der)qualified which makes it the province with the second highest proportion of qualified teachers after Gauteng (22%).

### Structure of the WCED

The WCED consists of one Superintendent General and one Deputy Director General. There are four Chief Directorates:

Education Support and Development,  
Professional Services,  
Education Provision,  
Administration Services.

Teacher Education falls under two directorates of the Chief Directorate : Education Support and Development, namely:

- Non-school and community education - pre-set
- Curriculum management - curriculum development, subject advisory services.

The Directorate : Curriculum Management supports the development of:

- quality teachers and trainers
- programmes for teaching and learning.

These two functions are performed by the sub-directorates Subject Advisory Services and Curriculum Service. These sub-directorates function as an integrated team responsible for:

- guidance within specific learning areas
- management of specific curriculum projects
- curriculum research, design, implementation and evaluation
- teacher development
- advice within subjects
- support in WCED institutions
- co-ordinating the curriculum activities within the various departmental directorates
- gathering, reworking and disseminating recent information on curriculum development
- identifying and initiating new activities which promote lifelong learning
- contributing with other agencies to institutional development of schools

The Human Resources Department (HRD) which also deals with teacher development is located in the Chief Directorate : Professional Services. Inter-directorate meetings are held once a month to ensure that information concerning teacher development is shared and that a common vision for teacher development is maintained.

### Potential for Delivery

All of the sections of the WCED which deal with teacher development are severely understaffed and this hampers attempts to implement the vision and goals of the department. On the positive side the WCED has at its disposal:

- a good physical infrastructure for the delivery of teacher development programmes. There are four teachers' centres in the province and each has a number of sub-centres where programmes can be run. The centres are found in Cape Town, Parow (13 sub-centres), Worcester (8 sub-centres) and Oudtshoorn (6 sub-centres). A

- a host of potential INSET providers  
There are three universities, four teacher training colleges and a vibrant and energetic NGO sector. The INSET Providers Coalition consists of 22 NGEOs and has an established working relationship with the WCED.
- advanced policy documents in all three divisions concerned with teacher development  
The curriculum division of the WCED has a draft policy document 'Western Cape Education Department Draft Policy Framework and Structures for Curriculum Development, March 1996'. This includes principles and proposed structures for curriculum development and functions and tasks of the various structures. In addition the document 'Contribution to WCED Curriculum Development by the Directorate . Curriculum Management and the sub-directorate . Curriculum Service' outlines the roles and functions of this section of the WCED.  
Subject Advisory Services has produced a 'Draft document concerning Policy Framework for Subject Advisory Services of the WCED, October 1996' which consists of a background section, rationale, vision, mission and implications for practice, organisational structure and a profile of advisory functions of subject advisory services.  
INSET or Human Resource Development called a meeting of INSET providers in February 1997 'to draft an INSET policy for the WCED by continuing a process begun by the task team on INSET and Teachers' Centres in 1994 and continued by various groups until 1996'.

All three sections of the department concerned with teacher development have plans for teacher development that will be made possible and enhanced by a PEI grant

### 3. Goal of the PEI intervention

The overall goal of the PEI intervention in the Western Cape is the professional development of educators aimed at establishing disciplined and purposeful educational institutions.

The professional development envisaged is aimed at both educators in the classroom and those in leadership and management positions.

In particular, the WCED PEI initiative is aimed at:

- the professional development of educators towards Curriculum 2005. This includes all educators : teachers, teacher educators, departmental officials and managers
- educational management and leadership. The first step is aimed at novice principals
- classroom management and development. This is aimed at all teachers and those who provide support to teachers such as subject advisers, HODs etc.
- advocacy and communication. This is aimed at parents and the general public and intends to provide information on Curriculum 2005 and the implications of the new management and governance structures of educational institutions

The WCED sees the above four goals as intimately interlinked and the two proposed programmes outlined below should be seen in this light.

#### 4. Proposed Programmes

##### 4.1 Professional Development of Educators Towards Curriculum 2005

###### Rationale

The government's White Paper on Education and Training has adopted the concepts of a National Qualifications Framework (NQF) and outcomes-based education (OBE) which have profoundly affected teacher education policy. Not only will colleges of education have to develop new curricula and courses which reflect the shift to an outcomes-based approach, but all teachers will have to be trained in the new approach.

Learning Area Committees (LACs) were appointed to develop specific learning outcomes for each of eight Learning Areas. These committees have completed their tasks and a Technical Committee was convened to refine and cluster these specific outcomes. The Technical Committee has developed a Discussion Document (April 1997) 'Curriculum 2005 specific outcomes, assessment criteria, range statement Grades 1 to 9'.

The national Department of Education has developed an implementation plan for Curriculum 2005 and aims to introduce the new curriculum into schools using a phased approach. In 1998 Grades 1 and 7 will begin with the new curriculum and after this the new curriculum will be introduced to two grades per year.

###### Objectives

The objectives of this programme are:

- to introduce OBE and related concepts to teachers, principals, departmental officials, parents and the general public.
- to train teachers in pilot schools to implement and develop learning programmes and provide feedback to the LACs
- to train all educators in the new teaching approach (OBE) and develop of classroom management skills

###### Activities

The WCED has developed a Practitioner Development Model which will be used for the implementation of Curriculum 2005. A time frame for the introduction of the model has been developed. (Appendix 1).

The model consists of three components. In addition to the implementation plan, an orientation and training programme and a pilot study have been planned for 1997. The national DOE has acquired funding for the orientation programme and provinces have to submit plans and budgets in order to access this funding.

In preparation for the orientation programme the national DOE awarded a tender to the Media in Education `Crust (MIET) to:

- research and write a launch document for Curriculum 2005
- develop the content of training materials for the launch of Curriculum 2005.

The launch booklets and the training packs have been developed and workshops introducing the NQF and OBE have been conducted in the Western Cape and were attended by all subject advisers (80) and all Circuit Managers (61).

#### Orientation phase

This phase of the programme is concerned with:

- orientation of teachers to OBE
- orientation of principals and managers to managing the introduction of OBE in their schools
- media campaign for parents and the general public in 1997/8.

Teachers will be offered one-day workshops. Teachers of Grades 1, 2, 3, 4, 5, 6, 7, will attend workshops in 1997 and Grades 8, 9, 10, 11, and 12 in 1998. These workshops began in April 4 997. This phase of the programme has been funded by the national Department of Education. Six workshops will be run to train trainers. These trainers will then run 366 workshops (6 in each circuit) for teachers.

The orientation of the 1 600 principals will be offered in one-day workshops in 1997/8 and because it is concerned with management, is described in Programme 2 below.

The WCED intends to employ an agency to develop a publication in accessible language which introduces and explains the new curriculum and its implications. This information will be made available in print and on the radio.

#### Pilot phase

In this phase the intention is to:

- train grade 1 and 7 teachers in pilot schools in 1997 and grades 2 - 12 from 1998 - 2002
- implement and develop learning programmes and provide feedback to the LACs. A selection process and criteria for choosing the pilot schools has been developed (.Appendix 2). The WCED has recommended that the composition of the development and support teams for pilot schools be
- Two Junior Primary Foundation Specialists
- Two Subject Advisers
- Four nominees from LACs combined as needed to cover the range of three Learning Programmes (Grade 1); Cross Curricula (Grade 7); Assessment; etc.

Each year from 1997 to 2002 the WCED plans to offer 11 courses to the 33 pilot schools, that is one course per year per cluster, comprising 3 schools. Each course will last for three clays commencing on Thursdays and ending on Saturdays.

Facilitation and monitoring visits to each of the 11 clusters, will take place 4 times a year over the six year period, making a total of 264 visits.

#### Training phase

The Sub-Directorate: Subject Advisory Services of the WCED has developed a model for clustering schools for the orientation and training phases.

The circuits will be used as the organising units for clustering and the Circuit Manager (CM) will facilitate. The advantages of this are:

- CMs will have a sense of ownership
- CMs are familiar with venues promoting accessibility and accommodation
- existing built-in management systems will be used
- clustering schools geographically promotes representative groups improved. management and administration networking in circuit
- Manageable groups (80 - 120 teachers)
- Institutions that offer Education for Learners with Special Needs (ELSEN), Adult Basic Education and training (ABET) & Early Childhood Education (ECD) can slot in according to geographical region/circuit

There are 61 circuits in WCED and the number of teachers per circuit ranges between 80 and 120.

This phase will cover the training of educators in the new teaching approach (OBE) and the development of classroom management skills. The following topics will be covered thematic/integrated approach, co-operative learning, differentiation, continuous assessment, active/exploratory learning, classroom management and development.

The training teams will consist of:

- all Subject advisers (Academic, JP, SP, Practical, Vocational, ELSEN, ECD, ABET)
- pilot teachers located in regions
- NGEOs and Teacher Training Colleges where appropriate

The courses offered will be three-day courses commencing on Thursdays and ending on Saturdays. Approximately 61 courses will be run per year over the six year period using circuits as a basis (or combination which are smaller but serve the same area) for the clustering of schools. There will therefore be a total of 366 courses run.

#### 4.2 Education Management and Leadership Development Rationale

The Western Cape Education Department (WCED) views management as a means towards the end of bringing about effective teaching and learning for pupils' education and development.

In 1996 the WCED distributed questionnaires to all principals in the province. One questionnaire was designed for all principals appointed before 1994 and another for those appointed before 1994. An analysis of the returned questionnaires suggests that that the group most urgently in need of support is the novice principals of which there are 600+, appointed since 1 January 1997.

#### Objectives

The objectives of this programme are:

- to train Novice Principals and provide ongoing support

- to facilitate the professional development of Circuit Managers
- to orientate all Principals in the management of Curriculum 2005

### Activities

the WCED has embarked on a programme which brings together individuals and organisations involved with Education Management and Leadership Development (EMLD) to find ways of implementing change on a provincial level. An Education Management Development (EMD) Steering Committee, comprising representatives of NGEOs, universities, teachers' and principals' associations and the WECD, has been established to undertake short and long term planning of EMLD in the Western Cape. Through the steering committee the WCED is able to access and co-ordinate a richness of experience and diversity in order to put in place a programme for continuous development of all people in leadership positions in the schools in the province. This allows for

- development of multiple change agent teams
- working together co-operatively with EMLD role-players in implementing a process of change and growth
- integration and depth
- the design of new solutions for new situations

### Assumptions

Transfer of learning is best promoted when participants perceive that the content, the process and the context of the training activity is related to their job experience. Development and support activities will therefore be designed to ensure that learners perceive them to have links with, and relevance for, their experiences at work. It is envisaged that a synthesis of school-focused activities and course-based approaches be used to meet these needs.

It is acknowledged that successful transfer of learning may require additional learning on the job - and that this is enhanced by on the job support in a favourable, developmental climate. The role of the Circuit Manager in this regard is of the utmost importance and implies that mentors/coaches/support staff should be involved in the programme from the outset and should, themselves, receive training to do this work.

The EMD Steering Committee, which first met on 27 February 1997, has undertaken to carry forward the work of an envisaged EMLD Advisory Committee. It mandated a planning group to consider and plan short-term interventions for principals.

### Focus 1 - Training of Novice Principals

The planning group has designed an intervention that will:

- coincide with the philosophical framework of the WCED concerning EMLD;
- focus on the identified (as revealed by the needs analysis) needs of this group;
- have a unified theme, while covering a broad range of topics;
- focus on personal as well as professional development;
- have follow-up and continuing support as an integral part of the programme;
- include the training of circuit managers to enable them to play a supporting role on it; and so that they can be used as co-presenters at subsequent sessions;
- include a diversity of methodologies;

- (h) cover the 3 major aspects identified by the task team report:
  - Management tasks
  - Leadership
  - Contextualisation
- (i) the intervention will be evaluated and the results documented.

A pilot training and development session for both delegates and presenters will take place on 2 and 3 June 1997. The pilot programme will then undergo rigorous assessment so that its format, content, approach and balance can be gauged and reworked before further sessions are presented to the remaining 550 novice principals.

The commitment of the WECD to EMLD is shown by the fact that despite its financial problems, the WCED has agreed to fund the pilot workshop (R25 000). The WCED is not able to fund the sessions for the remaining 550 novice principals. If 50 principals attend each workshop, 11 workshops will be run at the cost of R275 000.

#### Workshops

Each workshop will take the form of a two-day residential course, which allows for the types of activities planned to be conducted effectively.

#### Participants:

40 - 50 principals with their circuit managers and (possibly) area managers. Preferably not from areas which have traditionally been well served. Content:

1. The leadership role of the principal - contextualisation
2. Strategic Planning, Vision, Mission (team building, groups)
3. Communication - Decision-making, Delegation
4. Managing the Curriculum
5. The way forward - networking, links between support services; evaluation

#### Focus 2 : Professional development of Circuit Managers

The long-term strategy is that development of principals will be undertaken alongside development of circuit managers who will provide the mentoring and support service before and after interventions. In this respect circuit managers will form part of the professional development team and they will co-present at later courses. The WCED has also had numerous new appointments in the ranks of circuit managers. In addition, the nature of the work of the circuit managers is undergoing a radical change as the needs of the school principal and the staff change.

The first intervention targeting circuit managers will consist of a one-day course, the theme of which is "Initiating and supporting institutional development". It is being planned for the beginning of the third quarter of 1997 should funding be available. There are 62 circuit managers in the province, the programme involves 6 sessions with 10 - 13 persons (including area managers) close to the area offices. The estimated cost for 6 sessions is R8 000.

The next courses for circuit managers are planned for terms 1, 2 and 3 of 1998. The cost of each course will be the same as the above.



### Focus 3: Orientation for all principals : managing Curriculum 2005

The introduction of the new curriculum in January 1998 is reliant on the existence of a proper infrastructure for implementation. This is the task of the principal and his/her management team. Teachers will receive support from the Subject Advisory Service of the WCED, while management will be prepared for the change by the EMLD team.

A one-day course for all principals, in their areas, is planned to ensure that each institution is able to introduce the new curriculum to learners and that adequate support for teachers is available.

Total number of principals is 1600. The cost of each one day workshop will be R6 430. It will be necessary to run 27 workshops. The total cost for this orientation programme is therefore R 173 610

## 5. Budget

### 1 EDUCATOR DEVELOPMENT TOWARDS CURRICULUM 2005, 1997 - 2003

#### 1.1 Orientation phase for grades 1 to 12 teachers

336 workshops for educators  
6 workshops for trainers

• Travelling costs for teachers	R 1 875 000
• Travelling costs of trainers to train trainers	R 18 876
• Accommodation costs of trainers to train trainers	R 4 500
• Meal costs of trainers to train trainers	R 1 620
• Travelling costs of trainer teams to all venues	R 105 600
• Accommodation costs of trainer teams	R 1 633 500
• meal costs of trainer teams	R 588 060
<b>Sub total</b>	<b>R 4 227 156</b>

#### 1.2 Courses presented by Media In Education Trust (MIET)

8 day course (2x4)

• Travelling costs of departmental officials	R 9 420
• Meals of departmental officials	R 8 760
<b>Sub Total</b>	<b>R 18 180</b>

#### 1.3 Training & development of pilot schools

66 courses (11 x 6yrs)

• Travelling costs of teachers	R 79 200
• Travelling expenses of training teams	R 17 463
• Accommodation of trainer teams	R 26 400
• Meal costs of trainer teams	R 9 504
<b>Sub Total</b>	<b>R 132 567</b>

#### 1.4 Facilitating and monitoring teams for pilot schools

264 facilitation and monitoring visits

• travelling costs of teams	R 59 664
• Accommodation costs of teams	R 36 000
• Meal cost of teams	R 12 960
<b>Sub total</b>	<b>R 108 624</b>

#### 1.5 Training of trainers for Grade 1 to 12 teachers

6 courses

• Travelling costs of departmental officials	R 81 000
• Accommodation costs of departmental officials	R 12 000
• Meal costs of departmental officials	R 16 200
<b>Sub total</b>	<b>R 109 200</b>

#### 1.6 Development of all Grade 1 to 12 teachers

366 workshops

• Travelling costs of teachers	R 1 800 000
• Travelling costs of trainer teams	R 105 600

• Accommodation costs of trainer teams	R 1 485 000
• Meal expenses of trainer teams	R 534 600
• Meal expenses of teachers (3 day session @ R16 per person)	R 1 200 000
<b>Sub total</b>	<b>R 5 125 200</b>

### 1.7 Monitoring and support to all Grade 1 to 12 teachers

• One visit per month (10 months) x 6 at 17600 km per round to 61 clusters at R1 per/km	R 1 560 000
• Accommodation per 10 venues @ R250 per day x 6 x 2 official	R 300 000
• Meals per 10 venues at R90 per day x 6 x 2 officials	R 10 800
<b>Sub total</b>	<b>R 1 870 800</b>

### 1.8 Additional requirements to manage the process of professional development

Lap top computers (24 @ R12 000 each)	R 288 000
Software - Windows 95 + Microsoft Office + licensing fee for multiple users	R 17 300
Access to E-mail and the Internet (24 modems + software but excludes monthly connection fee)	R 31 680
Over Head Projectors (12 @ R3 500 each)	R 42 000
Flip charts (48 @ R 30 each)	R 1 440
Photostat A4 paper (1800 schools; guidelines per grade 15 pages each; 1300 x (12 grades x 15 pages) approximately 50 reams @ R25 each	R 1 250
Transparencies (12 x 12 boxes @ R35 per box)	R 5 040
Flip chart stands (12 @ R 450 each)	R 5 400
Fax and answering machine (1)	R 2 000
<b>Sub-total</b>	<b>R 394 110</b>

### TOTAL FOR PROGRAMME 1

**R 11 985 837**

## 2 EDUCATION MANAGEMENT AND LEADERSHIP DEVELOPMENT

### 2.1 Focus 1- Training of Novice Principals

1) two day workshops for 50 participants each

• Accommodation	R 126 995
• Meals	R 73 920
• Transport - participants (GG Bus - 50 seater)	R 24 585
• Travelling expenses - presenters	R 2 750
• Materials	R 2 750
• Fees - presenters	R 44 000
<b>Sub-total</b>	<b>R 275 000</b>

### 2.2 Focus 2 - Professional Development of Circuit Managers

4 courses

• Venues (WCED facilities will be used)	-
• Accommodation (presenters)	R 720
• Meals	R 6 200
• Travelling expenses - (presenters)	R 6 000
• Materials	R 800
• fee - presenter	R 12 000
<b>Sub-total</b>	<b>R 25 720</b>

**2.3 Focus 3 - Orientation for principals: managing Curriculum 2005**

27 workshops for 60 participants each



**TOTAL FOR PROGRAMME 2**

**R 474 330**

**GRAND TOTAL**

**R 12 460 167**

## **Appendix 1**

### ***Selection process***

Eleven areas managers will identify six schools each

Three of the six schools from each of the eleven regions will be chosen

### ***Criteria for identifying schools***

The school should agree to participate

The schools should be geographically representative of the schools in the region including rural /urban distribution; represent the different school sizes in the region that is small, medium and large; represent resourced and under-resourced schools

The school's sphere of influence to aid cascading

The three schools in each region should include where possible : one special school that is not mainstream eg. ELSEN, one private school, one school involving Technology 2005, one school which offers reception year

Bellville 12; Worcester 12; Cape Town 9 = 33.

## Appendix 2

### Education Management and Leadership Development Programme Time frame for 1997

February the	EMLD Seminar - WCED shares information on current status of EMLD  Steering Committee - outlines its functions
March	Working Group - planning short-term programme
April	Draft proposal and submit to top management Budgeting
May Programme	Programme presented to reference group refined  Circuit Managers - Institutional Development
June	Pilot programme (including training of circuit managers as mentors)  Assessment and refinement
July - August	Intervention for all other novice principals  Support for circuit managers and principals of pilot  Circuit Managers - Managing Curriculum 2005
September - December	Training of all principals - Managing Curriculum 2005; Strategic Planning : School Development Plans
January 1998	School management and leadership teams

## PRESIDENT'S EDUCATION INITIATIVE : NORTHERN CAPE AUDIT

<b>A PRESENT SITUATION</b>	<p>1 teacher training college, 557 schools, 191 339 pupils, 7 208 educators, 35% of educators un- or underqualified. T:P ratios acceptable but because of the rural nature of the province (12% of schools are farm schools) many schools have multi-grade classes.</p> <p>Four regions, 18 districts. Four chief directorates : Provision and Development, Auxiliary Services, Administration, and Arts and Culture. TE falls under Provision and Development.</p> <p>A Green Paper outlines education policy in the province and teacher education policy. There is also a provincial strategic plan facilitated by Aurora Associates. Teacher education is identified as the province's top priority. There are implementation plans in place for teacher development and curriculum development.</p>		
<b>B CURRENT INITIATIVES</b>			
<b>Nature of initiative</b>	<b>Implementing agency</b>	<b>School level</b>	<b>Description and Scope of Initiative</b>
Strategic planning	Aurora Associates funded by SIDA and SIPU	All	To provide principals in Upington with an understanding of the strategic planning process
Governance	Aurora funded by education department	All	Training of teachers as trainers for governance structures
Management	Regional offices of department  DOE, ESST, CIE	All	Induction courses for principals by regional offices  Six one-day leadership and management courses for principals and deputies.
Curriculum	Govt. : Curriculum, subject advisory, examination and teacher education sections	All	The examination, curriculum, subject advisory services and teacher development sections work together on curriculum matters in the province. These sections have been instrumental in establishing and maintaining subject and Learning Area Committees(LACs) and the regular evaluation of subject matter, methodologies and developments in future learning areas. The department is involved in the ongoing training of teachers in OBE, the provincialisation of syllabi, developing a sound teacher appraisal system and an appropriate learner assessment system. The subject advisory section provides courses and workshops on teaching methodologies and strategies as well as providing subject related learning materials and guidelines to teachers.
	IEB	All	Assessor training for OBE

Preset	Govt./Kimberley College of Education	Primary	Exchange programme with the University of Goteborg in Stockholm
WSD	TSP/IDT	24 primary & 16 high schools in 4 areas: Kimberley, Barkly West, Colesberg, Vaalharts.	Language, maths, science, cognitive skills training for teachers in 40 schools for five days in each case. Management was presented in 40 hours of contact sessions. No primary maths or governance training provided.
	CIE	All	The CIE has been contracted to work with school development teams in 20 schools in a three-year process. In 1997 this consists of five days per school plus on-site work. The project works with teachers plus circuit managers and subject advisers.
Language development	Read	All	READ offers programmes at the pre-school, junior primary, senior primary and secondary phases. In 1997 READ intends to reach the one teacher training college, its 15 lecturers, over 400 students, 400 teachers and 45 principals. 45 parents from 45 schools will also receive training.
	Molteno	Primary	18 - 48 hour workshops and 2-3 hour classroom visits per annum for 800 teachers 85 teachers will receive classroom kits. 10 administrators will be trained
	ESST	All	ESST develops and distributes education materials, provides a communication service through newspapers for teachers and pupils and through education supplements and provides INSET for primary and secondary school teachers and principals. The workshops deal with education theory, curriculum development, development of thinking and learning skills, teaching and learning strategies and continuous assessment and evaluation practices.



Maths, science and technology	SIDA-sponsored programme implemented by NGOs	Primary	Training of teachers and subject advisers in content and management; assessment and developing syllabuses
	Telmast programme delivered by NGOs and sponsored by Telkom	All	Teacher training, facilities and materials provision in maths, science and technology in 100 schools. PSP, SEP and Protec involved
	Eskom	All	In-service training for Maths and science teachers in identified schools in the Kimberley region
	Handspring	Senior primary	Two one-day workshops and two classroom visits for 140 teachers in Kimberley and Upington beginning may 1997
Matric support	Department initiated and funded by Eskom and SIDA	Std. 10	Summer and winter camps for teachers identified after last matric exams as needing help.

## Provincial Audit : Northern Cape

### 1. Introduction

This report attempts to provide an overview of current and proposed teacher education initiatives in the Northern Cape. The report begins with a brief description of the size of the education delivery system in the province and the particular problems faced by the Department of Education, Arts and Culture. This background section also includes an overview of the structure of the Department. The report then provides an outline of the Department's policy documents particularly as they relate to teacher education and development. Finally, the report describes teacher education initiatives under the headings:

- Strategic planning
- Governance
- Management
- Curriculum development
- Preset
- Whole School Development
- Language development
- Maths, science and technology and
- Matric support

Current thinking on teacher in-service training acknowledges the need for teacher development programmes to be supported by sound management and governance structures and for this reason training initiatives concerned with management and governance are included in this report.

In preparing this report JET met with the following departmental officials:

- Dr Zodwa Dlamini, the Director General of Education in the province
- Mr Ulf Lundberg, Special Adviser to the Department
- Ms K. Sesenyamotse, Circuit Manager Kimberley region
- Mrs Siyoko, Co-ordinator of ECD

A meeting was also held with Mr John Galele of the Northern Cape 1000 Schools Project Trust.

The following documents supplemented the information provided in these meetings:

Provincial Policy Document (Green Paper) on Education and Training in the Northern Cape Province, December 1995.

Northern Cape Province Department of Education, Arts and Culture, NGO Indaba Report, 22-23 November 1996.

Strategic Plan of the Northern Cape Province of Education, Arts and Culture, 31 May 1996.  
Directory of NGOs in the Northern Cape Province, December 1996.

Training of Trainers Programme, Springbok Region Northern Cape Province Department of Education, Arts and Culture Trainer's Manual, 20-31 January 1997.

Strategic Planning Workshop, Upington Region Northern Cape Province Department of Education, Arts and Culture, 20-27 January 1997.

Telkom's Maths, Science and Technology Programme.

Teacher Trainer and Teacher Student Exchange Programme : Co-operation between the Teacher Training College in the Northern Cape Province, South Africa and Goteborg University, Sweden.

Experiences from my visits to schools and departments in the Northern and Western Cape Provinces, Report number 1 on Primary School Mathematics, SIPU November 1996, Wiggo Kilborn.

## 2. Background

The Northern Cape Department of Education, Arts and Culture inherited schools from three previous departments: those administered by the former tricameral Houses of Assembly (HoA) and Representatives (HoR), and the Department of Education and Training (DET). As the head offices of these former departments were located outside the new provincial boundaries, completely new administrative and infrastructure structures had to be developed. The province's education system is now divided into four regions comprising 18 districts. There are 557 public schools of which 399 are primary schools. Although the province is geographically the largest in South Africa (30% of total area), it has the smallest population at just over 700 000 people. In 1994 the pupil enrolment was 191 339 or 1.7% of the national pupil population. 71% of these pupils were in primary schools and 29% in high schools. The racial division was as follows: 56 438 (29%) African, 109 165 (57%) Coloured and 25 736 (13%) White.

**Table 1 Pupil enrolment, 1994**

Population Group	Level of School				Total Enrolment	
	Primary		Secondary			
African	38 363	68%	18 075	32%	56 438	30%
Coloured	83 278	76%	25 887	24%	109 165	57%
White	15 152	59%	10 584	41%	25 736	13%
Indian	0	0%	0	0%	0	0%
Total	136 793	71%	54 546	29%	191 339	100%

In 1994 there were 7 208 teachers - 4 749 (66%) at primary level and 2459 (34%) at secondary level. The racial division was African 1 625(23%), Coloured 4 109(57%), white 1 448 (20%) and Indian 26. 3% of all educators were classified as unqualified and 32% as underqualified.

**Table 2 Educators, 1994**

Population Group	Level of School				Total Educators	
	Primary		Secondary			
African	1 064	65%	561	35%	1 625	23%
Coloured	2 892	70%	1 217	30%	4 109	57%
White	779	54%	669	46%	1 448	20%
Indian	14	54%	12	46%	26	0%
<b>TOTAL</b>	<b>4 749</b>	<b>66%</b>	<b>2 459</b>	<b>34%</b>	<b>7 208</b>	<b>100%</b>

The national norm for pupil:teacher ratios has been set at 40:1 for primary and 35:1 for secondary schools. In relative terms the P/T ratios in the Northern Cape are better than other provinces. Only 10-15% of pupils are in schools where the P/T ratios exceed 40:1 or 35:1. However, the Northern Cape faces another kind of problem which has particular implications for policy and decision-making. Large sectors of the Northern Cape are sparsely populated and farm schools make up about 12% of schools, yet their enrolment is a small portion of total enrolment (about 2.5%). Many of these schools have an enrolment of less than 20 pupils with one teacher teaching up to seven grades in one classroom.

The Northern Cape like many other provinces has high repetition and drop-out rates but the 75% pass rate in matric in 1995 is the second highest in the country and way above the 55% national average.

There were: two colleges of education but these have been integrated into a single institution. The present Teachers' Training College in Kimberley has 450 enrolled students.

### *Structure of the Department*

The head of Department is the Deputy Director General. There are four directorates: Education Provisioning and Development, Specialist Auxiliary Services, Arts and Cultural Affairs and Administrative Services. The first three directorates have four sub-directorates and the fourth has three. Teacher education is located in the Directorate - Education Provision. [This directorate encompasses: Curriculum Services, Advisory Services, Physical Facilities and Further Education. Subject advisory services falls under Advisory Services and teacher training and development under Further Education.

Goals and functions for each directorate and sub-directorate have been developed. The Department is in the process of hiring staff. Subject advisory services is particularly understaffed. The Kimberley region has 12 members of subject advisory services, De Aar three, Springbok four and Upington nine.

### 3. Policy and planning

#### 3.1 Policy Document - December, 1995

The Green Paper provides policy on general, further and higher education as well as policy on ECD, ABET, PRESET and INSET and Special Education. The document also gives

policy guidelines on governance, human resource development, curriculum development, language, religion, and gender issues.

### 3.2 Strategic Plan

The Department began the strategic planning process in August 1995 with a series of workshops, meetings and bosberaads facilitated by Aurora Associates International and sponsored by USAID. In May 1996 a document *Strategic Plan of the Northern Cape Province Department of Education, Arts and Culture* was published.

*Departmental vision for education:* Transform the education system to reflect and advance the interests of all its citizens.

After scanning the internal and external environment the department identified and prioritised strategic issues. The priority themes in order of importance were listed as:

- teacher development
- curriculum development
- ABET; ECD
- rural and farm education
- examinations; EMIS; upgrading, rationalising and redistributing resources
- remedial and specialised education
- arts and culture.

Each priority theme was then developed into an action plan. Each plan identified a long-term strategic objective, strategies and specific activities to achieve the strategic objective. All activities included persons responsible and deadlines for accomplishing the activities. The teacher development and curriculum development *objectives* and strategies are provided below.

#### 3.2.1 Teacher development

*Strategic objective:* develop well-trained, competent and motivated teachers who are able to provide pupils with high quality education focused on cognitive skill development.

##### *Teacher development strategies*

- to improve teacher knowledge, skills, and classroom delivery capacities in maths, science, economics, technology, language, guidance
- to rationalise and strengthen the colleges of education by integrating new curricula into PRESET and INSET and introducing distance learning in teacher education in the province
- to strengthen teacher knowledge and skills in the area of remedial education thereby making remedial education integral to classroom activities
- to review, initiate and strengthen provincial INSET programmes
- to develop a methodology for multi-grade classroom situations
- to make available a range of high quality, effective, innovative teacher/learner materials
- to co-ordinate and co-operate with NGOs and the teachers' centre

### 3.2.2 Curriculum development

*Critical problems* : the development of a provincial curriculum which provides equal learning opportunities to all children and which is free of racial and gender cultural biases. New processes for curriculum development need to be applied and curriculum for key subjects enhanced. All this has to be done in the context of the National Qualifications Framework.

*Strategic objective* : The Northern Cape Institute of Curriculum Development will strive to improve the quality of education and to facilitate life-long learning and development by assisting institutions of learning in implementing dynamic and relevant curricula responsive to the needs of educators and learners.

#### *Strategies*

- develop a curriculum which is relevant and that accommodates the changing needs of educators and learners
- co-ordinate all committees and sub-committees in various fields and sub-fields to play a transformative and consultative role in the provincial education system
- formulate policy on curriculum development based on the NQF
- promote inter-departmental and inter-sectoral co-operation on curriculum matters
- promote inter-provincial co-operation on matters pertaining to curriculum development
- promote international co-operation on matters of mutual interest in curriculum development

## 4. Teacher education initiatives

### 4.1 Strategic Planning

*Strategic Planning Workshop Upington region for principals* aimed to:

- provide a basic understanding of the strategic planning process
- provide participants with essential information and skills for developing a school strategic plan
- provide technical assistance to each school cluster in completing a strategic plan

(Sponsored by Aurora Associates and Northern Cape Department of Education, Arts and Culture. Funded by SIDA and SIPU International.)

### 4.2 Governance

*Training of Trainers Programme - Springbok and Upington regions.* Training of teachers as trainers for governance structures. The primary goal was to increase the internal capacity of Northern Cape personnel to deliver a high quality training service to school governance committees (Aurora Associates provided the training and this was paid for from the provincial budget).

*READ Educational Trust  
Governing Bodies Training*

READ runs courses for governing bodies on governance, financial management, conflict management, how to set up governing bodies and strategic planning. In 1997 over 220 delegates from schools in the Northern Cape have attended courses.

#### 4.3 Management

*Induction courses for principals* - provided by regional offices.

*Department of Education/ESST/Catholic Institute of Education*

Six one-day leadership and management workshops offered to 240 principals and deputies.

#### 4.4 Curriculum and syllabuses

*Outcomes-based Education (OBE)*

The examination, curriculum, subject advisory services and teacher development sections work together on curriculum matters in the province. These sections have been instrumental in establishing and maintaining subject and Learning Area Committees(LACs) and the regular evaluation of subject matter, methodologies and developments in future learning areas. Training for LACS in each of the regions is provided by the departmental Head of Curriculum. The Subject Advisory Service section is involved in the ongoing training of teachers in OBE and the provincialisation of syllabi. The department is also developing a sound teacher appraisal system and an appropriate learner assessment system. The subject advisory section provides courses and workshops on teaching methodologies and strategies as well as providing subject-related learning materials and guidelines to teachers.

*Training in evaluation and assessment* - USAID has funded the IEB to provide this training in terms of the NQF. Training of teachers at all levels is to be phased in with the curriculum development processes.

#### 4.5 PRESET

*College of Education Exchange Programme* between Kimberley College of Education and Goteborg University, Sweden. The aims of the programme are:

- to establish a link between the Department of Education/Teacher Training College in Northern Cape Province and department of Didactics at Goteborg University
- to have an exchange programme between the lecturers at the two institutions
- to have an exchange programme between teacher students at the two institutions to share theoretical and practical experiences
- to create and increase multicultural understanding as a foundation for education
- to get an overall picture of a foreign school system
- to consider the social, economic and cultural circumstances in a country and their impact on a school system

During each academic year the Department of Didactics at Goteborg will invite six teacher trainers (three per term) from the Kimberley Teachers' Training College to participate in a six-week programme.

Once a year a five-day workshop will take place in Kimberley to follow up and evaluate the programme. The workshop will be followed by an in-service training course conducted by Swedish teacher trainers and teacher trainers from the college in Kimberley.

Every term during the project period four student teachers from the Northern Cape province selected by the department of education will participate in a ten week study course - Knowledge of Didactics at Goteborg University. Four teacher students from Goteborg University will do their apprenticeship course for five weeks at schools in the Northern Cape.

Cost over 3,5 years is 4 405 575 Swedish Krone

#### 4.6 Whole School Development

The *Thousand Schools Project (TSP)* has operated in 40 schools in four areas. 60% are primary and 40% are high schools. The project planned to provide support in maths, science, language development, cognitive skills, management and leadership for principals and head teachers and school governance. The TSP could not, however, deliver school governance and primary maths. Five-day workshops were offered except in the case of the management workshops which consisted of 40 hours of contact sessions. The following NGOs were involved in delivery: PSP, SEP, READ, TOPS and CCD.

The provincial TSP hopes to expand its activities into the next phase through an Institute for Quality in Education and Training and draw in national and international expertise because of the lack of tertiary institutions in the Northern Cape. It is envisaged that this will be in partnership with government and business. At present the TSP has a working relationship with government through the Director of Auxiliary Services who is a member of the Board of Trustees.

#### *Catholic Institute for Education - WSD Programme*

The CIE has been contracted to work with school development teams in 20 schools in a three-year process. In 1997 this consists of five days per school plus on-site work. The project works with approximately 100 teachers plus circuit managers and subject advisers.

#### 4.7 Language development

##### *READ Educational Trust*

READ offers programmes at the pre-school, junior primary, senior primary and secondary phases. These courses are offered at the teacher training college to lecturers and students and at schools to teachers and principals. READ also provides resources and governing body training and parental education. In 1997 in the Northern Cape READ intends to reach the one teacher training college, its 15 lecturers, over 400 students, 400 teachers and 45 principals. 45 parents from 45 schools will also receive training.



## ESST

ESST develops and distributes education materials:

- All 468 primary schools in the province received low-cost workbooks called 'The Learning Adventure:.' The project also offers workshops and classroom visits to support teachers in the use of the workbooks. Funded by SIDA and the Northern Cape department of education.
- Matric study guides and family education programmes are also distributed.

ESST provides a communication service through newspapers for teachers and pupils and through education supplements.

Finally, ESST provides INSET for primary and secondary school teachers and principals. The workshops deal with education theory, curriculum development, development of thinking and learning skills, teaching and learning strategies and continuous assessment and evaluation practices.

### *Molteno*

18 - 48 hour workshops and 2/3 classroom visits per teacher for 800 teachers in 1997. 85 teachers will receive kits. Workshops will also be held for 10 departmental officials, principals and HODs.

## 4.8 Maths, science and technology

*SIDA-sponsored programme* - teacher education in maths, science and technology and time and other management. Training of subject advisers by NGOs - e.g. Handspring. Also expert from Sweden training subject advisers and NGOs to assess pupils in maths and development of syllabuses.

*Telmast : Telkom's Maths, Science and Technology Programme* has been developed to address grassroots education needs in disadvantaged schools and to assist children in those schools by making facilities and further support available in some of the high schools that those children will attend. Telmast support extends from the earliest standards to matric. In addition, Telmast stresses the key role of teachers in maintaining and sustaining standards. Training and assistance of teachers is therefore central to its goals and ambitions. Operates in 100 schools. NGOs involved PSP (48 schools), SEP, Protec.

The project proposes:

- to work with communities, schools and NGOs in the popularisation and teaching of science from childhood through structured programmes that consistently re-inforce science education from primary through secondary school
- to upgrade the knowledge and skills of teachers in maths, science and technology at primary and secondary schools in selected disadvantaged communities by procuring the services of NGOs who are competent to train teachers

- to nurture: the best talent in science into careers in our industry through supporting Telkom's people of tomorrow through secondary school.

#### *Eskom*

Schools in Kimberley region and is funding and training teachers in maths and science.

#### *Handspring*

Two one-day workshops and two classroom visits for 140 SP teachers in Kimberley and Upington planned to start beginning of May.

#### 4.9 Matric support

*Eskom and SIDA funded winter camp and summer camps.* After the matric examinations teachers who needed help were identified and will attend the camps. This initiative will go to all levels in phases.

Report on the  
Northern Cape PEI Workshop

Robert Bergmann  
Consultant to the Joint Education Trust  
29 April 1997

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## Executive Summary

A workshop was held on 10 April, 1997 in Kimberly with education stakeholders of the Northern Cape. The purpose of the workshop was to discuss the President's Education Initiative (PEI) which links donor support with the education needs and priorities of provincial Departments of Education (DOES), particularly as they relate to teacher development and improved education quality. Participants at the workshop represented a cross section of education role players in the province and included officials from the DOE, teacher unions and education non-governmental organisations (NGOs). The workshop was convened by the DOE and facilitated by representatives of the Joint Education Trust (JET). The objective of the workshop was to develop an action plan for teacher development that would begin the process of developing proposals for submission to the PEI.

The workshop began with a review of the PEI and an explanation of how PEI activities relate to the Teacher Policy Support Project (TPSP). The TPSP concerns the development of provincial policy on teacher supply, utilisation and development and is scheduled to run from late April to mid-December. The target date for the development of PEI proposals is 30 May. It is unfortunate that the TPSP will take place after the PEI proposals are completed, as ideally the outcomes of TPSP should inform PEI.

Prior to the workshop an audit of teacher development activities in the Northern Cape was conducted by JET and a draft report written. Workshop participants reviewed the draft to identify errors or omissions and found that it did not contain information on some DOE initiatives. To address this problem the development of a list of all relevant DOE activities was placed as the first item on the action plan.

After discussing existing interventions the focus shifted to identifying projects/proposals/initiatives that are awaiting funding or are in some stage of development. It was felt that these projects were indicators of the main education needs in the province and that the information contained in them could be used to develop PEI proposals.

The expected outcomes of the workshop included the development of a list of priorities for PEI proposals and the compiling of an action plan. Although specific areas were identified for consideration as PEI projects, no attempt was made to rank them in terms of priorities. This was due partly to the need to finalise the audit of DOE and NGO teacher activities. The areas identified for intervention included: teacher upgrading, curriculum, communication between the DOE and teachers, school governance, education management at the school and department administrative levels, materials development and the retraining of lecturers at the teacher training college

Other related issues included the need for clarification on specific details of the PEI process, such as whether programme areas that are already served by a national initiative (e.g. curriculum, ECD) are eligible for PEI funds. Another issue relates to

the need to actively engage the participation of NGOs and teacher unions in the PEI. The need to develop a clear strategy for developing PEI proposals was also noted.

An action plan was developed that assigns specific tasks to individuals and sets a time frame for completion. The specific tasks were: a survey of current DOE sponsored teacher development activities, the preparation of a document summarising the outcomes of the PEI action planning workshop, the development of a mailing list of education stakeholders to be used to inform them of PEI activities, the creation of an instrument to collect background data on potential PEI proposals, and the collection of information that can be used in developing PEI proposals (using the data collection instrument). Although the DOE will be under severe time constraints, if the action plan is implemented on schedule it should be well positioned to begin developing PEI proposals in early May.

Report on the  
PEI Action Planning Workshop with the  
Northern Cape Department of Education, Arts and Culture

On 10 April, 1997 a workshop was held in Kimberly with authorities of the Northern Cape Department of Education, Arts and Culture (DOE), teacher union officials and representatives from non-governmental organisations (NGOs). The workshop was facilitated by representatives of the Joint Education Trust (JET) and convened for the purpose of discussing the President's Education Initiative (PEI). A total of 20 persons attended<sup>1</sup>. The workshop was organised by Ms K.J. Sesenyamotse of the Northern Cape DOE in collaboration with Mr Mashwahle Diphofa, PEI Project Manager for JET. Mr Robert Bergmann, a consultant to JET, facilitated the workshop and prepared this report.

### Background

The PEI evolved out of an appeal by President Mandela to the international community for assistance in teacher development as a means of improving education quality. The objective of the initiative is to link donor support with the needs and priorities of provincials DOES. The focal points of the PEI are:

1. the upgrading and re-skilling of teachers, especially in the fields of science, mathematics and technology; and
2. the overall improvement of education quality in schools, including improvement in the teaching of large and multi-grade classes, and teaching in a multi-lingual environment.

JET was appointed as the implementing agency for Phase I of the PEI, which involves:

1. conducting an audit of teacher development activities in each province;
2. conducting a workshop in each province to develop an action plan for teacher development; and
3. developing project proposals for submission to the PEI Executive Committee and international donors.

The first element in Phase I, an audit of teacher development activities, was begun in March and a draft report completed. The second element, a workshop to develop action plans, is the subject of this report and is due for completion by 29 April. The third element, developing project proposals, is scheduled for completion by 30 May.

<sup>1</sup>See Appendix A.

## Workshop Proceedings

The workshop was opened by Ms Dolly Kumalo, Director of the Kimberly Region of the DOE, and began with a review of the PEI by Mr Diphofa. Among the key points of Mr Diphofa's presentation was an explanation of how PEI activities relate to the Teacher Policy Support Project (TPSP)<sup>2</sup>. The TPSP evolved out of the National Teacher Audit completed in 1996 and concerns the development of a policy research report on teacher supply, utilisation and development in each province. The TPSP activity is being managed by the National Business Initiative (NBI), with the first workshop in the Northern Cape scheduled for 24-25 April, 1997 and the final report due by 15 December. Since both the TPSP and PEI deal with issues of teacher development and improved education quality, the NBI and JET are coordinating their activities. Logically, the outcomes of TPSP should inform PEI. Unfortunately, the time frame for implementing PEI does not correlate with the TPSP time frame. As a result, Phase I of the PEI will be completed shortly after the TPSP begins. Although this situation is less than optimal, JET and NBI are working to ensure that good communication is maintained between role players in each initiative. In that regard it is very likely that TPSP will use the same consultant to facilitate the TPSP process as JET uses to develop PEI proposals.

Following the presentation by Mr Diphofa, Mr Bergmann facilitated a review of the draft audit report on teacher development activities in the Northern Cape. The purpose of the review was to solicit comments from workshop participants on whether the information was accurate and comprehensive<sup>3</sup>. The most important outcome of the discussion was the recognition that the draft audit did not contain information on some DOE initiatives. It was then agreed that the DOE would provide the relevant information to include in the final audit report. At the end of the workshop responsibility for this was assigned to specific DOE officials as part of the action plan. Another point to emerge was the absence of the work being done in the area of school governance (specifically the election of school governing bodies) using Reconstruction and Development Programme (RDP) funds.

The next area of discussion centred on the identification of projects/proposals/initiatives that have been developed or proposed, but not implemented. It was felt that such initiatives could serve as a starting point for prioritising the areas of need, as well as provide considerable information required to develop PEI proposals. One DOE official in particular responded with several discussion documents and proposals that are in various stages of development. Most of these proposals are in the areas of teacher, curriculum and materials development.

<sup>2</sup> See Appendix B.

<sup>3</sup> It should be noted that the draft audit report indicated several areas where additional information was pending.



After lunch the workshop reconvened and spent the last two hours discussing priorities for PEI proposals and compiling an action plan. Several important points emerged from the discussion on priority areas, including the issue of responsibility versus authority. The purpose of the workshop was to develop an action plan that will lead to the development of PEI proposals by the end of May. In that regard workshop participants had the responsibility to discuss the issues and determine priorities, as well as decide on a plan of action. At the same time there was some question as to whether the participants had been delegated the necessary authority to make these important decisions. Since the proposals must be completed within six weeks, there simply will not be enough time to prepare unlimited proposals and then submit them to the DOE for review and selection in consultation with NGOs and teacher unions. Only a limited number of proposals can be developed, resulting in the need to identify priority areas. Although this uncertainty was noted by the workshop participants, they proceeded to develop a broad list of proposed interventions that will have to be further refined and narrowed once the proposal writing process begins.

### Priorities

Workshop participants identified several education areas for consideration as PEI projects. As each area was proposed it was discussed and clarified, but no attempt was made to generate a specific list of priorities. This was partly due to a lack of time, but also because more information was needed about current DOE and NGO education initiatives and because there were still unanswered questions about some aspects of the PEI process.

The areas presented for consideration included (but not in order of importance):

- a. teacher upgrading
  - i. technology
  - ii. science
  - iii. maths
  - iv. multi-grade
  - v. multi-lingual
  - vi. multi-cultural
  - vii. learners with special education needs (LSEN)
  - viii. adult basic education and training (ABET)
  - ix. early childhood development (ECD)
  - x. economics and management

Since PEI specifically targets maths, science, technology, and the multi-grade, multi-lingual and multi-cultural aspects of education these are logical areas for consideration. There was some uncertainty about whether LSEN, ABET or ECD would be included in PEI, particularly since ABET and ECD already have their own national initiatives. Economics and management was included because it is a new learning area under the NQF so teachers are unlikely to be familiar with teaching these concepts.

Mention was also made of the 600 teachers who chose to take the severance package and leave the teaching force. An additional 300 teachers are

scheduled to join them this year. There is an assumption that many of these 900 teachers are the most qualified and experienced and that their departure will have an impact on the types and level of teacher upgrading required.

b. curriculum

- i. teacher and principal training in National Qualifications Framework (NQF) and Outcomes Based Education (OBE) concepts; and
- ii. provincial input into efforts by the national department to develop learning programmes.

c. materials development

Provincial departments are likely to play a strong part in the development of education materials that will be used in the new learning programmes. As such, this is an area where the provincial DOE will have considerable influence on how curriculum is applied in the classroom.

d. communication between the DOE and teachers

Representatives from the NGO sector raised the issue of improved communication between the DOE and teachers. This would include providing a regular source of education materials and ideas to teachers, particularly those in remote areas, as well as sharing information of a more administrative nature between the DOE and teachers. It was explained that many teachers (again, particularly isolated teachers) suffered from inadequate access to resources and outside stimulation that resulted in demoralisation of the teaching force. DOE officials responded by stating that specific strategies and mechanisms for communication already existed within each Directorate, but that perhaps it was necessary to review the overall effect of the various communication efforts.

Some possible technologies for improving communication were discussed, among them. newspapers and newsletters, as well as radio. It was pointed out that while newspapers/newsletters relied on the regular deliver of mail, radio was hampered by the extreme distances between schools that would require perhaps 3 or 4 separate transmitters to achieve complete provincial coverage.

e. school governance

There is both an educational and legal imperative to improve the capacity of educators, parents and community members in the area of school governance. The educational imperative includes the shift towards more local participation in education and the need to ensure that all role players have sufficient skills to carry out their responsibilities. The legal imperative is driven by the fact that the law requires each school to have a school governing body in place by the middle of the year. Although some support and training is being provided to facilitate the process of electing members to the new school bodies, there are no definite plans to provide them with training in specific skills.

- f. education management at the school and department administrative levels

The restructuring of education has brought profound administrative and pedagogical changes to DOE officials and school principals. Although the need for improved management skills is recognized, it is unclear to what extent that PEI will address this issue. This is due to another recent national initiative, the national Education Management Development Task Team, which recommended the establishment of a national programme of education management and leadership.

- g. retraining of lecturers at the teacher training college

Several workshop participants representing the teacher training college raised the issue of retraining college lecturers. The point was made that the many changes in the form and content of basic education requires that college lecturers, who are preparing tomorrow's teachers, undergo a transformation in what and how they teach. Although this need was acknowledged by other participants, the issue of whether PEI funds will be used for this purpose remained unclear.

#### Related Issues

(Several other important and related issues emerged during discussions including the need for more guidance and clarification from officials in Pretoria on the implementation of PEI. A specific area that requires clarification is whether PEI funds can/will be used for programmes in areas where there is already a national initiative (e.g. curriculum, ECD). There is also a need for guidelines on the format for proposals as this is important in determining what type of information and data to collect and present in PEI proposals.

Another issue that emerged in the discussions dealt with the participation of NGOs and teacher unions in the prioritisation process and development of PEI proposals. Although PEI proposals will be prepared and submitted under the auspices of the Northern Cape DOE, it was noted that NGOs and teacher unions must also be represented and have input into the process. This point was acknowledged by DOE authorities, and the NGOs and teacher representatives were assured that they would have a voice in the process.

Questions were also raised concerning strategies for developing proposals. For example, the problems relating to rural and farm schools were discussed in general and as they relate to specific education issues such as teacher upgrading in maths. A decision must be made on whether to develop separate proposals for rural schools or to take a more holistic approach and integrate a rural component into each proposal. This problem must be addressed in the early stages of proposal development.

#### Action Plan

By the end of the workshop an action plan was developed that listed specific tasks to be completed, assigned responsibility to individuals, set time frames, identified the

resources required and stated the desired outcome of each activity.<sup>4</sup> The actions to be taken were:

1. Conduct an informal survey within the DOE to identify relevant initiatives/activities that are currently being implemented in teacher development. This information will be combined with the draft PEI Audit to establish a complete list of DOE and NGO teacher development activities in the Northern Cape.
2. Prepare a two page document summarising the discussion and outcomes of the PEI action planning workshop. This document will be used to inform a wider audience of education stakeholders on the decisions and actions emerging from the PEI workshop.
3. Develop a list of NGOs, teacher unions, regional DOE heads and others, and ensure that they are kept informed of the activities of the PEI action planning group and of the decisions they make.
4. Develop an information gathering instrument<sup>5</sup> to be used by education officials, NGOs, teacher representatives, and others in providing background data and justification for possible PEI proposals. This instrument will be used to standardise the collection of information required for the development of proposals.
5. Using the data collection instrument referred to in item 4, collect background information and justification on education issues that can be used in the development of PEI proposals.

The responsibility for implementing this action plan rests primarily with DOE officials. Unfortunately, the time frame for completion of the tasks is very short and places added pressure on these officials. At the same time, most of the resources required to complete the plan should be readily available. If the plan is implemented on schedule, the Northern Cape will be in a good position to begin developing PEI proposals in early May.

### Summary

A common feature of education transformation in every province is the myriad of issues that are being addressed through the large number of initiatives and interventions. This creates an environment where educationists are constantly shifting from meetings, to workshops, to conferences, to programme delivery in an effort to achieve their many goals. In that context, the workshop was fortunate to have 20 participants, representing a wide spectrum of education interests, who sacrificed their

<sup>4</sup> See Appendix C.

<sup>5</sup> See Appendix D.

time to focus on the PEI. At the same time, it was necessary to spend the first part of the day explaining and reviewing the PEI and the purpose of the workshop in order to ensure that participants were clear on their roles and responsibilities. Thus, while participants understood the need for urgency, it would have been useful to have more time to consider and to reflect on all the issues.

As mentioned earlier, the fact that the PEI precedes the TPSP is unfortunate in that the TPSP is designed to provide the framework for the types of activities envisioned for PEI. Given that these time frames cannot be adjusted, it will be especially important to maintain communication and cooperation between the people driving PEI and TPSP. Although the PEI proposals will be completed at the end of May, it should be possible to embed a degree of flexibility in them so that decisions evolving out of TPSP in July, August and September can be used to improve the delivery of PEI funded initiatives.

The implementation of the action plan is critical to the development of quality proposals. The plan is simple in that it focuses on gathering key information and on keeping all stakeholders informed. Nevertheless, the DOE must take the initiative to ensure that each facet of the plan is completed by the end of April in order that the month of May can be used to produce quality proposals which will be approved for funding and that will achieve the intended improvements in education quality.

**APPENDIX A**  
**List of Workshop Participants**

Name	Organisation/ Institution	Responsibility	Telephone	Fax
Mr I. I. Mogotsi	DOE	Human Resource Development (HRD)	0531-801072	
Mr M. K. Mthembu	DOE	Technology Education	0531-801600	
Mr Tshepo Pharasi	DOE	HRD	0531-801072	
Mr Bam	SAOU		0531-811643	
Dr R. Schoeman	Edutrain	Educational Consultant	0531-8613562 0832736264	0531-8613562
Mr J. Fouche	DOE	Subject Advisor	0531-811541 x2259	
Mr J. A. C. Botha	DOE	Head, Subject Advisory Services	0531-811541	0531-35220
Dr D. du Plessis	COE	HOD, Junior Primary	0531-711108	0531-711101
Ms S. N. Kiva	COE	HOD, Languages	0531-711108	0531-711101
Ms C. Demas	COE	Sr Lecturer, Junior Primary	0531-711108	0531-711101
Ms M. Fourie	COE	Sr Lecturer, Education	0531-711108	0531-711101
Ms I. Diouf	ESST	Educational Coordinator	054-4911160 0824905591	054-4911160
Mr P. Browne	ESST	Educational Coordinator	054-4911160 0824905591	054-4911160
Ms S. Shan	MCPT	Director	011-726-4237	
D. M. Jonas	ECD	Pre-School/Junior Primary	0531-801600	
Mr Nkosi Galela	TSP	Coordinator	0531-829081	0531-829082
Mr Simon Qomoyi	PTT	Redeployment	0531-801614	0531-232160
Ms Syeeda Abass	System College	Coordinator	0531-711001	0531-711000
J. T. Bango	Vuyolwethu	Principal	0531-711114	0531-711014
Ms A. Buys	DOE	Curriculum Services	0531-811541	0531-35220
Ms D. Kumalo	DOE	Regional Director	0531-811541	0531-35220
Ms K.J. Sesenyamotse	Kimberly Regional Office	Circuit Manager	0531-811541	0531-35220

DOE = Department of Education  
 SAOU = Suid Afrikaanse Onderwys Unie  
 COE = College of Education  
 ESST = Education Support Services Trust  
 ECD = Early Childhood Development  
 TSP = Thousands Schools Project  
 PTT = Provincial Task Team

**APPENDIX B**  
A comparison of the PEI and TPSP Initiatives

PROJECT	TEACHER POLICY SUPPORT PROGRAMME (TPSP)	PRESIDENT'S EDUCATION INITIATIVE (PEI)
Co-ordinating Agency	National Business Initiative (NBI)	Joint Education Trust (JET)
Objective	To enable provinces to develop participatory processes in order to formulate provincial policies on Teacher Supply, Utilization and Development (TSUD).	To link the needs and priorities of provincial education departments to donor support so as to jointly improve the quality of schooling in a systematic and coherent manner.
Phase 1 Activities	Designing a policy process and drawing up a proposal for funding of the process in each province	<ul style="list-style-type: none"> <li>* an audit of all teacher development projects in each province</li> <li>* a broad evaluation of the work of these projects</li> <li>* formulating a strategic plan for teacher development for each province</li> <li>* assessing the capacity of each province in terms of Project Management</li> <li>* discussing with donors who have indicated an interest in the PEI, to establish their priorities, possible levels of support and funding requirements and mechanisms</li> <li>* preparing proposals for each province linking the needs and priorities of the province with those of specific donors</li> <li>* provide source documents on possible INSET directions regarding teaching in large classes, multi-grade classes and multi-lingual environment</li> </ul>
Phase 2 Activities	Dissemination of provincial policy document on TSUD.	Plans and programmes for quality improvement in education as identified in Phase 1 will be implemented and monitored.

## APPENDIX C

### PEI ACTION PLAN

Northern Cape Department of Education, Arts and Culture

Activity	Responsibility	Time Frame	Resources Required	Desired Outcome
<p>Conduct an informal survey within the NC DOE to identify relevant initiatives/activities that are currently being implemented in the following areas:</p>		<p>Information to be faxed to JET offices by April 15.</p>	<p>1. JET Telephone and Fax Numbers</p> <p>2. Telephone number of DOE officials listed in column 2 in order to do follow-up, if necessary.</p>	<p>Combine this information with PEI Audit to establish a complete list of DOE and NGO education interventions in the NC.</p>
<p style="text-align: right;">Teacher Upgrading</p>	<p>Mr Botha</p>			
<p style="text-align: right;">Curriculum</p>	<p>Mr Lekhobo</p>		<p>Phone number for Mr Botha, Mr Lekhobo, and Mr Miti is 811 541</p>	
<p style="text-align: right;">Education Management Development</p>	<p>Mr Miti</p>			
<p style="text-align: right;">Governance</p>	<p>Mr Joemat</p>		<p>Phone number for Mr Joemat, Mrs Siyoko, Mr Mohlala and Ms Abass is 801 600 or 801 654</p>	
<p style="text-align: right;">Early Childhood Development</p>	<p>Mrs Siyoko</p>			
<p style="text-align: right;">Adult Based Education and Training</p>	<p>Mr Mohlala</p>			
<p style="text-align: right;">Learners with Special Education Needs</p>	<p>Ms H. Abass</p>			



Prepare 2 page document that summarizes the discussion and outcomes of the PEI action planning workshop.	Bob Bergmann	Fax to DOE on April 18	1. Notes from planning session 2. DOE Fax number	This document will be used to inform a wider audience of education stakeholders on the decisions and actions emerging from the PEI.
Develop information gathering instrument to be used by education officials in providing background data and justification for possible PEI proposals.	Bob Bergmann	Fax to DOE on April 16	1. DOE Fax number 2. Guidelines from JET regarding proposal format.	Standardised instrument that can be used by all education officials to gather the required information.
Develop a list of NGOs, teacher unions and regional DOE heads, and ensure that they are kept informed of the activities of the PEI Action Planning group and of the decisions that they make.	Mrs. Sesenyamotse	April 23	Information provided by DOE officials, teacher unions and NGOs.  Summary of PEI Workshop activities	Assure that all education stakeholders in the NC are kept informed of PEI activities.
Collect background information and justification for possible PEI proposals in the following areas:  <b>Teacher Upgrading -</b> Technology Science Maths Remedial Education Multi-lingual classrooms Multi-grade classrooms National Qualifications Framework and Outcomes Based Education Adult Basic Education and Training Early Childhood Development	Mr Mthemba Mr De Wet Mr Du Plooy Mrs Hunter Mrs Buys Dr Du Plessis  Mr Lekhobo  Mrs Mohlala Mrs Seyoko	Fax to JET by 30 April	1. DOE and other documents that analyse provincial education problems, place the current situation in context, outline department goals and strategic objectives, and define the types of interventions required.  2. Collection instrument prepared by B. Bergmann	A complete set of information (based on a common format) that can be used in the development of PEI proposals.

Economics and Management	Dr Du Plessis			
<b>Curriculum</b>	Mr Lekhobo			
<b>Materials</b>	Mr Jansen			
<b>Governance</b>	Mr Joemat			
<b>Education Management</b>	Mr Miti			
<b>Communication</b>	Ms Diouf			

## APPENDIX D

### Project Information Collection Form

The purpose of this form is to collect background information on projects that could be developed into proposals for funding under the Residential Education Initiative (PEI). The form consists of 10 questions dealing with the goals and activities of a project and how they will lead to improved education quality.

Please fill out one set of forms for each project and try to avoid combining different concepts. For example, the goal of improving teaching skills in maths should not be combined with the goal of improving the capacity of school governing bodies.

It is important that this form be completed by 10 May because the deadline for the PEI proposals is 30 May. If you already have documents or proposals that answer some or all of these questions, just attach those documents and make a note in the appropriate box.

Please return this form to: Ms K. J. Sesenyamotse  
Circuit Manager  
Kimberly Region, DOE  
Phone: 0531-811541 Fax: 0531-35220

For further information contact:

Mr Mashwahle Diphofa

PEI Project Manager at Joint Education Trust Phone: 011 403-6401  
Fax: 011-339-7844

or

Mr Robert Bergmann JET Consultant Phone: 011-726-2272

TITLE of Project \_\_\_\_\_

<p>What is the goal(s) of the project?</p> <p>NB: Please be specific.</p>	
<p>What specific problem in education will be addressed through the project?</p>	
<p>Why is this problem a higher priority than the many other problems facing the DOE?</p>	

<p>What resources are required to address the problem?</p>	
<p>What resources have the DOE committed (or will be committing) to addressing the problem?</p>	
<p>What type of activities will be carried out under the project?</p> <p>And why?</p>	
<p>How does the project link to the DOE strategic plan?</p>	

<p>How will the project improve the quality of education in the classroom?</p>	
<p>Are baseline data available that can be used to monitor and evaluate the project?</p> <p>If not, what type of data are required and how will the data be collected?</p>	
<p>What criteria will used to determine whether the project is successful?</p>	

**Proposal  
for the utilisation of  
President's Education Initiative (PEI) funds  
by the  
Northern Cape Department of Education,  
Training, Arts and Culture**

**Prepared by  
Robert Bergmann**

**Submitted by the  
Northern Cape Department of Education,  
Training, Arts and Culture  
Kimberley  
June1997**

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## Executive Summary

The South African government recognizes that a quality education system must form the foundation of a new society and the starting point for human resource development. An important component of the strategy to improve education is the President's Education Initiative (PEI) which evolved out of an appeal by President Mandela to the international community for assistance in teacher development and for improving education quality in the classroom. The objective of the PEI is to link donor support with the needs and priorities of provincial education departments.

Through a process managed by the Joint Education Trust (JET), the Northern Cape Department of Education, Training, Arts and Culture (DOE) has developed a set of programmes that are vital to the successful transformation of education in the province, but which lack sufficient funding for their implementation. This proposal describes those programmes and requests PEI funds to support their implementation. The proposal presents the programmes as a set of complimentary and interrelated components that will make a significant impact on key facets of teacher performance and education delivery.

The proposed areas for funding are:

- a) Curriculum Development: Teacher Support and Development (R6 000 000)  
Strengthening the capacity of teachers to develop learning programmes, and learning and support materials for use in the transition to an Outcomes-Based-Education (OBE) system of education.
- b) Further Education: Capacity Building for Educators and Staff (R4 500 000)  
Supporting the growth and development of the further education sector by building professional capacity among educators and staff in the field of further education, and through curriculum and materials development.
- c) Rural Education: Improving Education Delivery in Farm and Rural Schools (R4 500 000)  
Enhancing education quality in farm and rural schools through improved professional capacity of teachers and increased provisioning of services.
- d) Teacher Development: Learners with Special Education Needs (R3 000 000)  
Provision of services and resources for Learners with Special Education Needs (LSEN), combined with INSET programmes to improve the skills of teachers, Education Support Services staff and other professionals working with these children.
- e) Regional Science Centres (R1 500 000)  
Establishment of high quality science centres in each of the four education regions for use in training of teachers and pupils.
- f) Capacity Building: School Governing Bodies (R2 000 000)  
Providing technical assistance and support to school governing bodies in order to assist them in developing skills and establishing effective systems of school governance.

The total cost of the proposed programmes is R21 500 000

## 1. Background and Justification

### A. Education Context

The characteristics of education in the Northern Cape are unique among the nine provinces. In 1996, its pupil enrolment in basic education was 203 868, which accounts for about 2% of national enrolment. There are 518 schools for primary and secondary pupils, 7 specialised schools, approximately 316 early childhood development (ECD) centres, 1 teachers college, 5 technical colleges and 0 universities. Farm schools make up a disproportionately high number of schools (90) when compared to their enrolment. At the beginning of 1996 there were 7 537 teachers; 61.5% at the primary level, 31.3% at the secondary level and 7,1% teaching at both primary and secondary levels. The number of teachers is being reduced as part of the national voluntary severance programme, and in 1996 over 600 teachers accepted the retrenchment package. The number of underqualified (less than Category C) educators in the province is relatively high (Table 1). Among educators, 27.8% of teachers, 21.2% of principals, 8,6% of deputy principals, and 12.4% of heads of department are underqualified. Most of the underqualified educators are women.

Table 1  
Qualification Levels of Northern Cape Educators

Category	A	B	C	D	E	F	G
Principal	12.8%	8.4%	31.6%	24.3%	12.4%	8.4%	2.0%
D. Principal	3.1%	5.5%	23.9%	35.6%	19.0%	11.7%	1.2%
Heads of Dept.	5.9%	6.5%	29.3%	36.3%	14.0%	8.1%	0.0%
Teachers	13.1%	14.7%	37.8%	28.5%	4.5%	1.3%	0.1%
TOTAL	11.9%	13.3%	36.3%	29.3%	6.35%	2.7%	0.3%
Male	1.7%	1.7%	15.9%	13.3%	3.5%	1.9%	0.2%
Female	10.2%	11.6%	20.4%	16.0%	2.8%	0.7%	0%

Despite high numbers of underqualified teachers, matriculation results for 1996 were relatively high at about 73%; the second best provincial result in the country. The average pupil:teacher ratio is 32:1 at primary level and 25:1 at secondary level (these ratios will increase in 1997 as a result of the, reduction in teacher numbers). The reason for the relatively low P:T ratios is the high number of farm schools with small enrolments.

Administratively, the creation of a new education system in the Northern Cape involved incorporating three ex-departments. Since the head offices of these ex-departments were located outside the new provincial boundaries, a completely new administrative structure and physical infrastructure had to be created.

## B. Environmental Context

Two features of the Northern Cape have an important impact on education: 1) the province is the largest in South Africa (containing 30% of the total area), but 2) the population is the smallest (less than 2% of the total). Large sectors of Northern Cape are sparsely populated, with the majority of the population concentrated in several northern areas of the province. This means that the spatial aspects of Northern Cape education are important considerations when undertaking education transformation. For example, farm schools make up a large portion of total schools (about 170Xo), yet their enrolment is a small portion of total enrolment (about 2.5%). Many of these farm schools have an enrolment of less than 20 pupils with one teacher (often with low qualifications) teaching multiple grades. From an efficiency perspective a P:T ratio of 20 is low, yet from a quality perspective one underqualified teacher teaching multiple grades is a problem. Because of the remote location of many of these schools and their generally poor infrastructure, quality education provision for many of these pupils remains a problem.

## C. Social Context

Apartheid education exacted many social costs, e.g. high drop-out rates, high levels of adult illiteracy and many poorly trained graduates. The effects of a poor quality education system on social problems are well known: limited economic opportunities, high birth rates, increased health problems and high crime rates. Data compiled by the Human Sciences Research Council (HSRC) show that 48<sup>0</sup>/ of the Northern Cape population live in poverty. The drop-out rate is high, particularly for coloured pupils. Other data show that for every 100 coloured pupils enrolled in Grade 1 only 16 are likely to reach Grade 12 (formerly standard 10), while for every 100 African pupils enrolled in Grade 1, only 39 reach Grade 12.

## D. Economic Context

The Northern Cape Department of Education (DOE) is characterized by severe revenue and budget shortages for addressing the backlog of education need and for initiating new programme initiatives. In fact, the per pupil costs of providing quality education are higher in many sparsely populated, rural areas of the province than in densely populated areas. A dispassionate analysis might suggest that in a situation of severe national resource limitation it is not economically rational to cover the extra costs associated with delivering quality education to small numbers of pupils spread over a large area. However, if the transformation of education takes a child centred perspective, then the needs and rights of children in sparsely populated provinces like the Northern Cape are equal to those of all other children, even those who live in other disadvantaged provinces of the country.

## II. Education Objectives

The Northern Cape DOE has developed a strategic plan for education transformation in the province. This plan articulates the vision and mission of the DOE, defines objectives and sets out specific strategies for achieving them. The Department's vision is to: "Transform the education system to reflect and advance the interests and aspirations of all its citizens." The mission of the DOE is to:

- make resources and opportunities available to all learners on equal terms;

- redress past inequalities and injustices of apartheid with policies and programmes that favour individuals, groups and communities who were denied equal opportunities in the past;
- design administrative structures and practices to bring about the fullest possible participation in educational governance by the province's citizens;
- encourage parental and community involvement in and support for schools, foster accountability among educators, and decentralize authority and responsibility to the greatest extent possible;
- raise standards for learners at all levels, both in and out of school; and
- provide opportunities for lifelong learning for all citizens, including especially literacy and skills training for those who were denied opportunity under apartheid.

The vision and mission, together with the specific objectives, form the basis for the creation of a quality education system that meets the diverse needs of the people of the Northern Cape. The ultimate objective of all DOE activities is to make this vision and mission a reality. The programmes set forth in this proposal contribute to many of the objectives and are vital to the transformation of education in the province.

### III. Education Challenges

Despite the legacies of apartheid education, the Northern Cape DOE has made considerable progress towards establishing and implementing a unified education system based on the principles of equity, quality and redress. Significant progress has been made in improving education quality in the classroom, yet much remains to be done. In reality, the DOE is still in the early phases of education transformation as it prepares to implement the fundamental changes in education delivery embodied in the National Qualifications Framework, Curriculum 2005, and other initiatives. Severe budgetary constraints and the rural nature of the province place added pressure on provincial education authorities

Issues of particular importance to Northern Cape education officials are: teacher development within the basic and the further education sectors; improved quality of education in rural and small schools; capacity building for school governing bodies; and increased capacity to provide quality education in science and maths. The challenge to the Northern Cape DOE is to identify and implement innovative solutions to these and other problems.

### IV. Proposed Programmes

The Northern Cape DOE has identified a set of programmes that are vital to the successful transformation of education in the province, but which lack sufficient funding for their implementation. This proposal presents the programmes as a set of complementary and interrelated components that will make a significant impact on many facets of teacher performance and education delivery. Section VIII below contains a description of each proposed programme., including a brief summary of programme objectives, proposed activities, expected outcomes and basic budget details. More complete information on each proposed programme, including detailed budgets, is available from the DOE.

### V. Expected Results and Outcomes

Each proposed programme has specific results and outcomes that are related to its unique aspect of education. These are listed as part of the programme descriptions in Section VII below. In general, the programmes concentrate on improving the capacity of educators in the province, particularly teachers in the classroom. In some cases, the programmes contribute to this goal through direct training. In other cases the programmes seek to provide the resources or create the context that allow educators to be more effective.

## VI. Financial Plan

While each individual programme will be managed by the appropriate administrative section, the DOE will establish a system of financial control to ensure that PEI funds are appropriately and effectively utilised. Each programme will be required to maintain records of disbursements of PEI funds so that an accurate accounting can be made. Regular assessments of the financial management of each programme will be made to ensure that any problems or issues are promptly addressed.

## VII. Monitoring and Evaluation

A feature of each programme will be the inclusion of a monitoring and evaluation component to ensure that an assessment can be made of the programme's success and impact. The DOE will establish mechanisms to collect and link these evaluations in order to provide an assessment of the overall impact of PEI on education transformation in the province.

## VIII. Detailed Programme Descriptions

The following section provides brief descriptions of the funding proposal for each programme area. Each programme description includes a brief summary of programme objectives, proposed activities, expected outcomes and basic budget details.

Programme Title: CURRICULUM DEVELOPMENT:  
Teacher Support and Development

Programme Description:

Strengthening the capacity of teachers to develop learning programmes, and learning and support materials for use in the transition to an Outcomes-Based-Education (OBE) system of education.

Justification:

The shift to an OBE system presents the Northern Cape DOE with many challenges. Chief among them is to ensure that educators are adequately prepared to implement the new learning programmes. Educators will now be required to use a critical and reflective approach to teaching and be able to develop learning programmes, and learning and support materials. Since few educators acquired these skills under the apartheid system, training and support must be provided for diem to :meet these new education challenges.

Objectives:

To train teachers in methods of developing learning programmes, and learning and support materials. Teachers will use these skills to develop programmes and materials that are stimulating, effective and appropriate to the teaching context.

Expected Outcomes:

Teachers in the Northern Cape will be trained in methods of developing learning programmes, and learning and support materials. These skills will be used to improve the quality of teaching and learning; in the classroom.

Activities:

A development programme will be implemented in each of the four education regions to introduce teachers to new education concepts and develop teacher skills through interactive training sessions. A important component of the programme will be an assessment of the impact of the training on education quality in the classroom.

***Proposed Budget:***

Budget Category	Year 1	Year 2	Year 3	Total
Personnel*	200 000	150 000	100 000	450 000
Administration	100 000	100 000	100 000	300 000
Travel & Per diem	1 100 000	950 000	850 000	2 900 000
Programme costs	650 000	550 000	450 000	1 650 000
Capital	350 000	200 000	150 000	700 000
<b>TOTAL</b>	<b>2 400 000</b>	<b>1 950 000</b>	<b>1 650 000</b>	<b>6 000 000</b>

\* Including consultants

Programme Title: FURTHER EDUCATION:  
Capacity Building for Educators and Staff

Programme Description:

Supporting the growth and development of the further education sector by building professional capacity among educators and staff in the field of further education, and through curriculum and materials development.

Justification:

The Northern Cape DOE has embarked on the establishment of a further education system that will apply an integrated approach to education and training for adults and youth. One of the purposes of the system is to address the academic and training needs of school drop-outs and adults with limited basic education in order to improve their economic opportunities. Previously, there were very limited further education opportunities in the province, resulting in a shortage of educators equipped to implement new programmes and concepts. Hence there is a need to train academic and professional staff and to develop relevant and effective curriculum and instructional materials.

Objectives:

To build professional capacity among further education staff and educators and develop materials and programmes to successfully implement the new further education system.

Expected Outcomes:

Professional staff and educators that are capable of implementing a new approach to further education. The development of curriculum and materials that are specifically designed for the further education sector and that are relevant to the Northern Cape.

Activities:

Training sessions for further education educators and staff administrators; and workshops on the development of curriculum and instructional materials.

***Proposed Budget:***

Budget Category	Year 1	Year 2	Year 3	Total
Personnel*	175 000	150 000	100 000	425 000
Administration	75 000	75 000	75 000	225 000
Travel & Per diem	325 000	275 000	275 000	875 000
Programme costs	900 000	850 000	675 000	2 425 000
Capital	250 000	175 000	125 000	550 000
<b>TOTAL</b>	<b>1725 000</b>	<b>1 525 000</b>	<b>1 250 000</b>	<b>4 500 000</b>

\* Including consultants

Programme Title: RURAL EDUCATION:  
Improving Education Delivery in Farm and  
Rural Schools

Programme Description:

Enhancing education quality in farm and rural schools through improved professional capacity of teachers and increased provisioning of services.

Justification:

Northern Cape is the largest and most sparsely populated province in the country. The agrarian nature of much of the province means there are many isolated farm and rural schools that do not receive the benefits of urban schools. Many of these farm and rural schools have an enrolment of less than 20 pupils with one teacher (often with low qualifications) teaching multiple grades. These teachers are in urgent need of support and training to improve their professional skills. In addition, the remote location of these schools results in them having access to fewer and lower quality education resources.

Objectives:

The purpose of this programme is to provide teachers in farm and rural schools with improved professional skills to teach more effectively in their unique situations. This professional development will be augmented by improved provisioning of education resources in order to create a more effective education environment for both teachers and pupils.

Expected Outcomes:

This project will enable teachers to improve their skills in teaching multiple grade classes in isolated locations with limited resources. As a result of better teachers and improved education resources, it is expected that children in these schools will improve their academic performance thus decreasing the rate of repetition and drop-out.

Activities:

At the outset an assessment will be made of the education situation in farm and rural schools to identify areas of need and to design a specific action plan. The action plan will define the nature and scope of professional development required, propose a methodology and a schedule for training, and suggest the types of education services and resources that are required to improve education quality in these schools.

***Proposed Budget:***

Budget Category	Year 1	Year 2	Year 3	Total
Personnel*	75 000	50 000	50 000	175 000
Administration	25 000	25 000	25 000	75 000
Travel & Per diem	800 000	800 000	700 000	2 300 000
Programme costs	400 000	300 000	200 000	900 000
Capital	400 000	350 000	300 000	1 050 000
<b>TOTAL</b>	<b>1 700 000</b>	<b>1 525 000</b>	<b>1 275 000</b>	<b>4 500 000</b>

\* Including consultants



Programme Title: TEACHER DEVELOPMENT:  
Learners with Special Education Needs

**Programme Description:**

Provision of services and resources for Learners with Special Education Needs (LSEN), combined with INSET programmes to improve the skills of teachers, Education Support Services staff and other professionals working with these children. For the purpose of this proposal an inclusive definition of LSEN is used and incorporates children who have learning, behavioural and emotional problems, as well as those with physical or mental disabilities.

**Justification:**

Because of lack of resources and insufficient training of teachers and other professionals, LSEN pupils are often denied necessary services. This results in lower academic performance by such pupils, and in some cases may lead to LSEN pupils being denied access to education. At present, not only is the provision of services inadequate, but it is concentrated in the Kimberley region. In order to improve the quality of support services to LSEN pupils, capacity must be built to provide services in all regions of the province.

**Objectives:**

To develop capacity within the education system to meet the diverse needs of LSEN pupils in all schools in an inclusive education system; to develop expertise in rural areas where there is a lack of professional services; to provide on-going INSET to build professional capacity to cope with LSEN pupils in the classroom; and to create awareness of the problem among educators and parents.

**Expected Outcomes:**

As a result of this programme LSEN pupils will be more readily accommodated in regular classrooms; teachers will be more capable of meeting the needs of LSEN pupils; and there will be better provision of LSEN services outside the Kimberley region, particularly in rural areas. In the long-term, better intervention at early stages should result in reduced failure and drop-out rates, and improved learning by pupils.

**Activities:**

Research will be conducted on LSEN pupils and used to inform the development of the programme. Training will then be conducted for teachers and other professionals in skills needed to address the problems of LSEN pupils.

***Proposed Budget:***

Budget Category	Year 1	Year 2	Year 3	Total
Personnel*	50 000	25 000	25 000	100 000
Administration	25 000	25 000	25 000	75 000
Travel & Per diem	125 000	125 000	125 000	375 000
Programme costs	750 000	375 000	375 000	1 500 000
Capital	450 000	250 000	250 000	950 000
<b>TOTAL</b>	<b>1 400 000</b>	<b>800 000</b>	<b>800 000</b>	<b>3 000 000</b>

\* Including consultants

Programme Title:

## REGIONAL SCIENCE CENTRES

Programme Description:

Establishment of high quality science centres in each of the four education regions for use in training of teachers and pupils.

Justification:

South Africa is faced with a major shortage of scientific and technically trained persons. As a result of the past education system, schools have not been able to provide even the most basic training in sciences. This is due to the lack of resources for learners and inadequate training of teachers in the use of resources such as laboratories. The establishment of science centres in each region will provide the facilities for on-going improvement in teacher skills, as well as the opportunity to expose pupils to high quality scientific facilities.

Objectives:

To upgrade the teaching of science in schools by providing teachers with improved skills to teach science and by providing learners with the opportunity to explore basic scientific principles.

Expected Outcomes:

The programme will improve the quality of education in the classroom by building teacher confidence that will enable them to utilise those resources available in schools and to make better use of science textbooks.

Activities:

The programme will concentrate on establishing science facilities, on offering teaching and training workshops for teachers, and on providing centres where pupils can engage in scientific activities. It should be noted that these centres will be located in existing facilities, including the McGregor Museum in Kimberley (the only science-based institution in the province) and in buildings that have already been identified in other regions. Thus, PEI funds will be used to establish the centres and to purchase scientific equipment, etc.

### ***Proposed Budget:***

Budget Category	Year 1	Year 2	Year 3	Total
Personnel*	15 000	5 000	5 000	25 000
Administration	10 000	10 000	5 000	25 000
Travel & Per diem	20 000	20 000	20 000	60 000
Programme costs	70 000	90 000	30 000	190 000
Capital	250 000	500 000	450 000	1 200 000
<b>TOTAL</b>	<b>365 000</b>	<b>625 000</b>	<b>510 000</b>	<b>1 500 000</b>

\* Including consultants

Programme Title: CAPACITY BUILDING: School Governing Bodies

Programme Description:

Providing technical assistance and support to school governing bodies in order to assist them in developing skills and establishing effective systems of school governance.

Justification:

The new education dispensation for the first time has placed authority and responsibility for education management with individual schools, i.e. the teachers, administrators, parents, students and community members. The potential benefits of such a system will be many if school governing bodies can be established that are committed and capable of creating a supportive environment for teachers, administrators and pupils. Unfortunately, this is a new experience for many schools and there is a lack of understanding of roles, and a shortage of experience and skills for ensuring success.

Objectives:

Funds for this programme will be used to supplement departmental and other donor funds to implement EMD development and support initiatives in each Northern Cape school. The objective will be to empower school governing bodies to establish governance systems that enhance teaching and learning.

Expected Outcomes:

Improved quality of teaching and learning in the classroom through the effective administration and governance of schools.

Activities:

Specific activities will include training in strategic planning skills for schools; financial management and budgeting for newly elected governing bodies; and administration skills for newly appointed principals.

***Proposed Budget:***

Budget Category	Year 1	Year 2	Year 3	Total
Personnel*	250 000	150 000	100 000	500 000
Administration	35 000	25 000	25 000	85 000
Travel & Per diem	525 000	275 000	175 000	975 000
Programme costs	200 000	85 000	80 000	365 000
Capital	50 000	25 000		75 000
<b>TOTAL</b>	<b>1 060 000</b>	<b>560 000</b>	<b>380 000</b>	<b>2 000 000</b>

\* Including consultants

## PRESIDENT'S EDUCATION INITIATIVE : EASTERN CAPE AUDIT

<b>A PRESENT SITUATION</b>	<p>21 teacher training colleges, 5 964 schools, 2 397 368 pupils, 58 438 educators, 42% of educators un- or underqualified. T:P ratio in primary schools exceeds the norm at 51:1 (40:1) and is below the set norm at 25:1 (35:1) at secondary schools. There are also high pupil:classroom ratios particularly in the rural areas of the former Transkei and Ciskei.</p> <p>6 regions, 1 Permanent Secretary, 5 Deputy Permanent Secretaries, 15 Directors and 6 Regional Directors. The vision of the province is to provide an effective and efficient education service that will fully develop human potential, a service driven by a staff that is committed to values of accountability, equity and democracy. The workshop participants identified and prioritised a range of key strategic issues in the transformation of provincial education. The Department gave priority to</p> <ul style="list-style-type: none"><li>• capacity building,</li><li>• development of an education management information system (EMIS),</li><li>• curriculum development</li><li>• upgrading facilities and the redistribution of resources</li><li>• <i>teacher education and development</i></li><li>• the formal and non-formal accreditation of early childhood development (ECD)</li><li>• adult basic education and training (ABET).</li></ul> <p>The prioritised strategic issues were then formulated into strategic objectives, and the Department began to outline sub-sector Action Plans for accomplishing them. Full or partial Action Plans have been developed for Management Capacity Building, Curriculum Development, Facilities Upgrading and Rationalisation and Redistribution of Resources, Teacher Development, Early Childhood Development, Adult Basic Education and Training, School Governance, and Library and Information Services.</p> <p>As part of the process to operationalise the Strategic Plan, the Department identified and designed projects in support of the accomplishment of intermediate and strategic objectives. The Department intends that these will be implemented over three to five years with assistance and support from international and local donors, NGOs, and the private sector. As a final aspect of the strategic planning process, the Department developed a number of project designs with a view to marketing these, specifically to USAID, but also to other local and international donors and to NGO collaborators.</p> <p>Classroom Transformation Campaign, 1997 from the Ministry of Education, Culture and Sport states that from 1994 to 1996 the Ministry concentrated on redressing the imbalances in both physical and human resource planning. For the next three years the primary focus of the Ministry will be quality and efficiency in the classroom. This document outline what is expected from schools during each academic year and what support programmes have been put in place for teachers and students by the Ministry.</p>
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<b>B CURRENT AND PROPOSED INITIATIVES</b>			
<b>Nature of initiative</b>	<b>Implementing agency</b>	<b>School level</b>	<b>Description and Scope of Initiative</b>
Preset	DECS	Colleges of Education	Diversification of Colleges of Education - not all 21 colleges will be used for teacher training in the future. Some will become community colleges, others will offer ABET and ECD tutor training, in-service training and further or higher education depending on the needs of the province. This will require staff development and refurbishment of physical facilities.
	DECS	Colleges of Education	Mentor Programme - students are encouraged to spend the last six months of the second year of training in a practical teaching environment. A mentor/apprentice relationship will be encouraged.
Upgrading of teachers	DECS		STOP-GAP Programme - a one-year stop-gap programme will be introduced in the ex-Transkei sub-region to assist student teachers who could not obtain a professional certificate in their third year of training at the colleges of education. This programme will be run in close co-operation with the colleges of education and the agreed upon qualifications authority.
	DECS/Fort Hare		Fort Hare Distance Programme - underqualified teachers will be trained in a programme based at the University of Fort Hare. In 1997 500 teachers who do not have matric will benefit from the distance education programme. In future years teachers who do not have full professional qualifications will be drawn into the programme.
Curriculum development	DECS	All	Teachers centres will provide orientation to OBE

WSD	DECS	All	300 Schools Project - 300 schools have been identified by the HSRC as not viable and underachieving and will be given priority in terms of learning support programmes.
	DECS/IDT/NGOs	All	The Quality Schools Project (QSP) - to provide INSET for all involved in school development including teachers, communities and administrators by establishing DERCS which offer support to 10 schools.
	DECS	All	Capacity Building in Kokstad Region Jan 1997 - January 1999. Swiss funding of R1 million has been made available for this project. The project seeks to undertake many of the training initiatives envisaged for both managers at regional, district and school levels, and for school governing bodies. Purpose of the project <ul style="list-style-type: none"> <li>• to improve the quality of schooling in the Kokstad region through the development of requisite human capacity at all levels - regional, district, circuit school.</li> <li>• to assist schools and school communities with the establishment of democratically elected school governing bodies</li> <li>• to provide teachers with opportunities for upgrading their qualifications through a considered approach to INSET.</li> <li>• to provide science and maths teachers with further skills</li> <li>• to facilitate the integration of special services into teaching and learning.</li> </ul>

WSD continued	ODA/DECS	Primary	<p>Eastern Cape Primary School Improvement Project is an ODA funded project worth R45 million aimed at management and technical assistance at provincial level, teacher development at primary level - language, maths and science, resource provision</p> <p>Planned activities for the period 1997 to 2000.</p> <ul style="list-style-type: none"> <li>• to improve the processes of educational policy development, establish HRD, and M and E Units;</li> <li>• design and implement enhanced training programmes for officials, managers, teachers and principals;</li> <li>• enhance the processes of EMD and curriculum development;</li> <li>• provide allied in-service training and transformed pre-service teacher education appropriate teaching and learning resources.</li> </ul>
	IHD at UPE	All	<p>Centres of Learning Project is based at the Institute for Human Development at the University of Port Elizabeth. It is particularly concerned with management and leadership and resource provision. The project operates in 10 schools and is funded by the Delta Foundation.</p>
	CIE	All	<p>10 one-day workshops are offered to 200 teachers in 10 schools.</p>
Infrastructural support	DECS	All	<p>Provision of material resources will be made in the form of mobile libraries, science kits, overhead projectors and other learning material. Teachers will be trained in the use of mobile language laboratories.</p> <p>Each region will have a teachers' centre which will be manned by subject advisers and other in-service lecturers. Port Elizabeth, East London and Umtata have got centres, Queenstown, Kokstad and Butterworth are in the process of establishing these centres.</p> <p>Another 400 schools will be electrified. These schools will then be provided with TVs and videos. Each circuit will be provided with overhead projectors.</p>

Governance	DECS	All	Capacity building programmes have been planned by the Department to empower parents serving on governing councils. Schools are expected to ensure that by the end of February schools have democratically elected governing councils and SRCs in order to prepare for the training programme.
	ITEC	All	<ul style="list-style-type: none"> <li>• Education Management Development Programme - for 41 principals at all levels continuous monitoring</li> <li>• Organisational Development - 2-3 day workshops for 100 teachers</li> <li>• School Management - eight-day workshop and school visits for 50 principals and teachers</li> <li>• School Governance - eight-day workshop and four school visits each for 100 principals</li> <li>• Distance education materials</li> </ul>
	READ	All	READ runs courses for governing bodies on governance, financial management, conflict management, how to set up governing bodies and strategic planning. In 1997 over 430 delegates from schools in the Eastern Cape have attended courses.
	CIE	All	This organisation provides ongoing support to principals of 35 schools as needed on site.
Language	CENCE	All	Primary English 30 hours for 40 SP teachers. FDE English 2-year part-time (contact and classroom visits) for 26 SP-SS teachers. 12 workshops for 80 secondary teachers. Global stories - four workshops and classroom visits for 16 SP teachers. Teacher Educators workshops for 10 days reaching 75 educators.
	ITEC	All	Leader teacher programme - 2-day workshop for 27 teachers in 27 schools. Lower Primary Initiative consists of 5 modules. Each module consists of workshops and classroom visits. Presently run for 639 teachers in 213 schools.
	READ	All	In the Eastern Cape in 1997 READ intends to reach nine teacher training college, 205 lecturers, over 8 000 students, 2 700 teachers and 270 principals. Parents are also offered workshops.



Language continued	ELET	JP, SP, JS	Teacher support workshops run for 240 teachers. Teacher support for JP, SP and JS face-to-face courses combined with distance tuition for 38 teachers.
	Molteno	JP, SP	18-48 hour workshops and 2-3 hours of classroom visits per teacher for 800 teachers. Provision of classroom kits to 2 503 teachers. Trainer Training Workshops of 18-48 hours for 25 subject advisers, principals and HODs.
Maths, science and technology	Telkom/National DOE	All	SYSTEM - a programme whereby 400 schools, will over a period of three years, benefit from a mathematics and science project.
	National DOE	All	Technology 2005 - to introduce technology as a school subject. It is envisaged that by 2005 all schools in the province will be offering technology as a school subject. 20 pilot schools have started on the project. ORT-STEP has taken 20 teachers through an induction course.
	PROTEC	All	Offers three 2-day workshops per year for 20 teachers in five schools (JS/SS). Also plans to offer technological training to teachers in 15 schools and offers two week-long workshops per year in two rural centres for 70 student teachers and 50 teachers. They plan to run three workshops in rural and urban centres per year.
	The Open Society Foundation/NGOs	All	Plan to upgrade teachers' skills by offering in-service programmes in crucial areas of maths, science and technology. The Open Society will be working with NGOs through a consortium to achieve its aims.
	Telkom	All	Aimed at maths and science teachers.
	Eskom	All	EMSCEP project - to support eight colleges of education (two in E. Cape) to become leading centres in pre- and in-service training of mathematics and physical science teachers, and reconstructive involvement in schools.

Maths, science and technology continued	CENCE	All	Diploma in Education - Maths and science INSET at Senior Primary level two year part-time course for 85 teacher. Lead teachers conduct workshops for 5-10 other teachers. Further Diploma in Education Maths and science - 2-year part-time 30 JP/SP teachers. Matric lead teachers - science, maths biology - nine 1-day workshops per subject per annum for 60 teachers. Primary science lead teachers - SP nine 1-day workshops for 15 teachers. Primary science certificate of competency - nine 1-day workshops for 30 teachers. Primary Science Partnership Programme - SP 4-6 Saturdays for 40 teachers. FDE Technology with ORT-STEP - 2-year part-time for 37 teachers. Ripple programme : Science, biology, maths at matric level - 26 Saturdays 75 pupils receive tuition and teach ten peers each week = 825 pupils. Family maths SP, 12 schools, 96 workshops per year, 400 pupils and 400 parents. CPME SP UK accredited Maths Teacher Development Programme for 27 teachers.
	RUMEP	All	Farm School Project JP/SP - 1-day workshop once per term, school/classroom visits twice per term for 231 teachers in 63 schools. FDE maths - 2-year part-time, 8 days contact time for 20 teachers. Teacher Development - short courses : 1-week once per term for 20 teachers. Teacher Development Workshops - 1-day three times per term for 40 JP/SP teachers and 1-day three times per term for 10 teachers.
	Handspring	All	Working with the Port Elizabeth Teachers' Centre. Workshops scheduled for Port Elizabeth, Grahamstown and Graaff-Reinett for 90 SP teachers to begin early May. The programme consists of two 1-day workshops and two classroom visits.
	ITEC	All	Computer technology training for teachers in 5-day workshops for 20 teachers. Plans being made to offer training for teachers in rural schools both at ITEC and in rural centres and to offer an advanced computer technology course for teachers.
	ORT-STEP	All	INSET FDE-University accredited 2-year part-time course. Currently 205 teachers in Eastern Cape participate.
	CIE	Primary	Maths and theme teaching workshops offered to 60 teachers
Subject-based INSET	CIE	All	Various workshops and courses on teaching religious education

## Provincial Audit: Eastern Cape

### 1. Introduction

This report attempts to provide an overview of proposed and current teacher education initiatives in the Eastern Cape. The report begins with a brief description of the size of the education delivery system in the province and the particular problems faced by the Department of Education, Culture and Sport (DECS). The background section includes an overview of the structure of DECS. The report then provides an outline of the Department's policy and planning documents particularly as they relate to teacher education and development. Finally, the report describes teacher education initiatives under the headings:

- PRESET
- Upgrading of un- and underqualified teachers
- Curriculum
- Whole School Development
- Infrastructural support
- Governance and management
- Language development
- Maths, science and technology

All DECS policy and planning documents support a holistic approach to in-service training and see training for all education stakeholders including principals, members of governing structures and departmental officials as crucial to supporting teaching and learning in schools and classrooms. For this reason initiatives concerned with whole school or systemic development and governance are included in the report.

In preparing for this report JET met with:

- Mr Khaya Mateso, Director Adult and Tertiary Education
- Mr Chris Manqcu, Director Subject Advisory Services
- Mr J. Barlett, Senior Education Specialist
- Ms P. Msutu
- Mrs G. Nicols, Director of ITEC and co-ordinator of the Quality Schools Project in the Eastern Cape

The following documents supplemented the information provided in these meetings:

Strategic Plan of the Eastern Cape Department of Education, Sport and Culture, April 1996

Strategic Management Team Commission, Teacher Education in the Eastern Cape Province, 1994

Provincial Education and Training Forum Eastern Cape Province, Meeting the educational expectations of our democratic society: Proposal for a Provincial Teacher Education/INSET Process, November 1994

Quality School Project, Development of Phase One of the Quality Schools Project, June 1996

Eastern Cape Department of Education Directorate of Planning, Proposal for Capacity Building in the Kokstad region January 1997 to March 2000, November 1996

Eastern Province Department of Education, Culture and Sport Directorate of Planning, Human Capacity Building in the Kokstad Region 1997 - 1999, December 1997

ODA Project Memorandum, Eastern Cape Primary Schools Improvement Project, December 1996

Ministry of Education, Culture and Sport, Classroom Transformation Campaign, 1997

University of Fort Hare/Eastern Cape Department of Education, March 1997

## 2. Background

The Eastern Cape Department of Education and Culture inherited schools from six previous departments: those administered by the former tricameral Houses of Assembly (HoA), Delegates (HoD) and Representatives (HoR), the Department of Education and Training (DET), the Ciskei Department of Education and the Transkei Department of Education. The former homelands of Transkei and Ciskei, now incorporated in the province, have been particularly disadvantaged with regard to education and bring a large burden of debt which complicates the transformation process. The province's education system is now divided into six regions. There are no accurate figures for the number of schools in the Eastern Cape for 1994. Figures from the Schools Register of Needs (1996) gives the number of schools as 5 964 of which 46% were primary schools, 13% secondary and 41% combined schools.

The Eastern Cape is the second largest province geographically and has 16% of the total population. There is a relatively high population density (38 people per square kilometre), particularly in the former Transkei and Ciskei, as well as around the major economic nodes of Port Elizabeth and East London. There is also a relatively high population growth rate. The Eastern Cape is the second 'poorest' province with low per capita income, high unemployment and 72% of all households living under the minimum living level. The predominant language is isiXhosa (85%).

In 1994 the pupil enrolment was 2 397 368 or 20.8% of the national pupil population. 76% of these pupils were in primary schools and 24% in secondary schools. The racial division was as follows: 2 191 359 (91%) African, 130 590 (5%) Coloured, 2 041 (0.08%) Indian and 73 378 (3%) White.

**Table 1 Pupil Enrolment, 1994**

Population Group	Level of School				Total Enrolment	
	Primary		Secondary			
African	1 687 425	77%	503 934	23%	2 191 359	91%
Coloured	95 867	73%	34 723	27%	130 590	5%
Indian	1 101	54%	940	46%	2 041	1%
White	43 698	60%	29 680	40%	73 378	3%
Total	1 828 091	76%	569277	24%	2397 368	100%

In 1994 there were 58 438 teachers; 61 % were teaching at primary level and 39% at secondary level. The racial division was African 49 189 (84%), Coloured 5 209 (9%), Indian 90 (0.2%) and White 3 950 (7%). 42% of all educators were classified as un(der)qualified which makes it the province with the second worst teacher qualifications profile.

**Table 2 Educators, 1994**

Population Group	Level of School				Total Educators	
	Primary		Secondary			
African	30 088	61%	19 101	39%	49 189	84%
Coloured	3 467	67%	1 742	33%	5 209	9%
Indian	28	31%	62	69%	90	0%
White	2 060	52%	1 890	48%	3 950	7%
Total	35 643	61%	22 795	39%	58 438	100%

The national norm for pupil:teacher ratios has been set at 40:1 for primary and 35:1 for secondary schools. The primary ratio of 51:1 exceeds this while the secondary ratio of 25:1 is below the set norm. There are also high pupil:classroom ratios particularly in the rural areas of the former Transkei and Ciskei.

There are high repetition rates particularly in secondary schools. There is also high drop-out in the higher grades as well as very high age variance by grade. The national matric pass rate; in 1996 was 54%. The Eastern Cape achieved a pass rate of 49% and a university exemption pass rate of 11% which was also below the national norm of 15%.

In 1995 there were 21 colleges of education with an enrolment of nearly 14 000.

The Department of Education, Culture and Sport consists of one Permanent Secretary, five Deputy Permanent Secretaries of

- Admin Support Services
- Standard Education
- Arts, Culture, Youth and Sport
- Professional Support Services
- Regional co-ordination

and 19 Directors

Six regional directors (PE, EL, Butterworth, Kokstad, Umtata, Queenstown)

Director of Planning

Director of Education. Development and Subject Advisory Services

Director Early Childhood Development

Director Tertiary and Adult Education

Director Arts, Culture and Music

Director Museums and Heritage Director EMD Advisory Services

Director Public Libraries

Director Sport, Recreation, Youth Affairs

Director Personnel Administration

Director Provisioning Administration

Director Finance

Director Special Education

Pre-service and in-service teacher education are located in the Directorate Tertiary and Adult Education.

The 1996 Task Team on EMD and the MPSA Task Team identified weaknesses in the profile and functioning of the Department, including those associated with policies, procedures and programming; its organisational structures and systems; skills; staffing and management profiles. The Provincial Administration and the Department have recognised the need to improve DECS management capacity and to develop a strong and integrated planning and budgetary capability as a necessary condition to allocate its limited resources to priority areas of need.

### 3. Policy and planning

#### 3.1 Background

Present education policy in the Eastern Cape especially as it relates to INSET has been influenced by an ongoing consultative process which has taken place in the province since August 1993. In October that year the country's first Regional Education and Training Forum (RETF) was launched with 300 founding members representing the six educational departments, three universities, technical colleges, teachers' unions, student movements, training colleges, INSET institutions, NGOs, business and labour. Working groups were set up focusing on specific areas of education. An INSET task force was also set up.

Two documents, Meeting the expectations of our democratic society: Proposal for a Provincial Teacher Education / INSET process November, 1994 produced by the Provincial Education and Training Forum (PETF) and Eastern Cape Province Teacher Education, 1994 issued by the Strategic Management Team Commission set out two fundamental principles concerning INSET which inform present policy.

#### decentralisation

According to the above documents INSET impact had been limited because of the economic and geographic nature of the region which is 80% rural. The challenge for effective INSET, therefore, lay in establishing a process which would reach into the whole province. In view of the 'huge logistical demands and the financial limitations of the province' it was suggested that INSET be based at 83 District Community Learning Centres (CLCs) which 'should be established at neutral but accessible existing institutions such as public libraries, colleges, teachers' centres, or circuit offices.' In addition to INSET it was proposed that the CLCs would house school and district administration, printing and resource provision.

#### a holistic approach

The documents also suggested that INSET should be available to entire staff structures including professionals, the administrative staff, the management staff and those responsible for governance. In addition, departmental staff and officials and PRESET college staff would be incorporated in this holistic approach to INSET.

'Courses on the promotion of a positive school climate with a culture of teaching and learning would have to include a number of sectors in the educational community. To bring about change at the level being aspired to needs a wide commitment and knowledge hence the need for training by a number of different groups. .... Links need to be maintained with the community at large, including parents and other community-based organisations, since PRESET-INSET needs to be fully contextualised. Hence any PRESET - INSET which is whole school review orientated needs to take into account the community in which the school operates. This could result in some INSET activities being directed at some school management structures involving members of the community.'

### 3.2 Strategic Plan by Aurora

Part 1 of the document describes the initial steps the Department undertook in developing its Strategic Plan. Senior managers of the Department developed the following vision of . the department:

Providing an effective and efficient education service that will fully develop human potential, a service driven by a staff that is committed to values of accountability, equity and democracy.

The Department's mission is to

provide quality education and training that caters for diverse needs;

collaborate with all stakeholders to ensure a sense of relevance and ownership;

provide opportunities for all to acquire life-long learning and critical thinking skills;

achieve equity in a unified education system;

promote arts and culture as a reflection of the needs, beliefs and ideals of society; and

encourage participatory decision-making processes to empower communities at all levels.

The workshop participants identified and prioritised a range of key strategic issues in the transformation of provincial education. The Department gave priority to:

- capacity building
- development of an education management information system (EMIS)
- curriculum development
- upgrading facilities and the redistribution of resources
- teacher education and development
- the formal and non-formal accreditation of early childhood development (ECD)
- adult basic education and training (ABET).

The prioritised strategic issues were then formulated into strategic objectives, and the Department began to outline sub-sector Action Plans for accomplishing them. Full or partial Action Plans have been developed for Management Capacity Building, Curriculum Development, Facilities Upgrading and Rationalisation and Redistribution of Resources, Teacher Development, Early Childhood Development, Adult Basic Education and Training, School Governance, and Library and Information Services.

Each Action Plan identifies a Strategic Objective achievable in five to ten years. It then defines a set of more specific Intermediate Objectives to be undertaken over three to five years to achieve the Strategic Objective. Each Action Plan is intended to provide time frames and to identify individuals/entities responsible for accomplishing the objectives. As part of the process to operationalise the Strategic Plan, the Department identified and designed projects in support of the accomplishment of intermediate and strategic objectives. The Department intends that these will be implemented over three to five years with assistance and support from international and local donors, NGOS, and the private sector. Part III of this document contains project concept designs for:

- Strengthening Management Capacity Building
- Support for the Development of an EMIS
- Support. for Curriculum Development
- Strengthening Teacher Development
- Support for Early Childhood Development Education
- Strengthening School Governance

As a final aspect of the strategic planning process, the Department developed a number of project designs with a view to marketing these, specifically to USAID, but also to other



local and international donors and to NGO collaborators. Numerous potential project designs were identified. In the end, the Department selected the following six projects for initial development:

- Management Capacity Building
- Capacity Building and Support to the Education Management Information System Unit (EMIS)
- Curriculum Development
- Teacher Development
- Early Childhood Development
- Support to School Governing Bodies

These project concept papers are not fully developed project designs. 'Rather they are expanded project concept packages with clear purposes and objectives. Activities, implementation plans and budgets required to achieve the project objectives are, to some degree, illustrative, and can be further negotiated and refined with donors and potential partners.'

### 3.3 Classroom Transformation Campaign, 1997 from the Ministry of Education, Culture and Sport.

The document states that from 1994 to 1996 the Ministry concentrated on redressing the imbalances in both physical and human resource planning. More than 500 schools were built, renovated, upgraded or electrified. A number of teacher upgrading programmes have been put in place. 'For the next three years the primary focus of the Ministry will be quality and efficiency in the classroom. This includes the democratisation of the classroom, subject content and the curriculum. Awareness campaigns around the National Schools Act, formation of governing bodies and effective running of schools will be held.' This document outlines what is expected from schools during each academic year and what support programmes have been put in place for teachers and students by the Ministry. These initiatives are described in the next section of this report. The document also sets out the role of Education Development Officers (EDOs) and Subject Advisers.

### 3.4 Proposal and Action Plan from the directorates Teacher Education and Subject Advisory Services

The functional niche of subject advisers is teacher development and more specifically in-service education for serving teachers both un(der)qualified and qualified.

#### Teacher education

'The following directorates will be targeted

- special and specialised education
- the arts
- ECD and general education
- ABET
- technical education

Each of the relevant directorates will have the responsibility of identifying training needs.

Teachers' Resource Centres will be given the task of doing a thorough audit of underqualified teachers broken down by region. This will be tested against statistics of all teachers doing accredited upgrading courses with tertiary institutions including the Fort Hare South Australia Distance Education Programme.

#### The curriculum

The offerings will be based on the following:

- equal emphasis on primary and secondary
- focus on language skills and language across the curriculum
- teaching methodology
- classroom management especially strategies for large classes
- attitude change and professionalism

Subject areas which are considered priorities in the province are:

- maths and numeracy
- science and technology
- languages with emphasis on promotion of multilingualism
- business studies
- computer literacy
- school management
- arts

#### Transformation as it affects governance and staffing

The first step will be establishing transformation fora in each Teachers' Resource Centre with full participation of stakeholders. The main responsibility of the fora will be to oversee the transformation of the centres through setting up acceptable governance structures which will later take over the management of the centres including the control of budgets.

### 4. Current and proposed teacher education initiatives

#### 4.1 Pre-service training

##### Diversification of Colleges of Education

There are 21 colleges of education but in future not all of these will be needed for teacher education. The department intends that colleges will offer diverse programmes. Some will become community colleges others will offer ABET tutor training, ECD tutor training, in-service training, further education or higher education depending on the needs of the province. This will require staff development and refurbishment of physical facilities.

##### Mentor programme

Students at colleges of education are encouraged to spend the last six months of the second year of their training in a practical teaching environment. A mentor/apprentice relationship will be encouraged.

#### 4.2 Upgrading of un- and underqualified teachers

### STOP-GAP Programme

A one-year stop-gap programme will be introduced in the ex-Transkei sub-region to assist student teachers who could not obtain a professional certificate in their third year of training at the colleges of education. This programme will be run in close co-operation with the colleges of education and the agreed upon qualifications authority.

### Fort Hare Distance Programme

Underqualified teachers will be trained in a programme based at the University of Fort Hare. In 1997 500 teachers who do not have matric will benefit from the distance education programme. In future years teachers who do not have full professional qualifications will 42% of teachers in the Eastern Cape are not at M+3 level. The DECS sees distance education seen as a solution. Technology centres could be linked to colleges of education.

### 4.3 Curriculum development

Teachers' Centre programmes 1997: aim to provide logistical and communication support for outcomes based education

Stage 1: Course materials

Stage 2: Facilitators training

Stage 3: Pilot studies

Stage 4: 'reachertraining

Stage 5: Grade 1 and 7 training

Stage 6: Mentors

### 4.4 Whole School Development

300 Schools Project - 300 schools have been identified by the HSRC as not viable and under-achieving and will be given priority in terms of learning support programmes

#### The Quality Schools Project (QSP)

In 1994 the Provincial Education and Training Forum (PETF) considered the IDT's planned Thousand Schools Project (TSP) an ideal opportunity to pilot the PETF philosophy of decentralised INSET for all involved in school development including teachers, communities and administrators. The PETF proposed process for provision of decentralised training was to establish district learning centres in each of the 41 educational districts in a phased approach starting with educational resources and INSET.

The QSP therefore intended to contribute to the development of a decentralised provincial inset process through establishing a pilot project of 20 District Education Resource Centres (DERCS). Each DERC will consist of a cluster of 10 schools.

This pilot project was initially funded with the R12 million from the IDT national schools project as the beginning of an integrated private and government partnership for INSET provision. Although financed by the IDT, the funding was supplemented by participating NGOs' Funding and government secondment of personnel, vehicles, premises and equipment.

An elected provincial trust, representative of all stakeholders, co-ordinated and managed the project and administered the finances. Regional co-ordinators operating from bases at three elected, existing; educational centres were set up to liaise with communities, survey needs and establish the 20 DERCs which would deliver NSET to at least 10 schools in each district in the first phase. Two Hundred schools were chosen according to set published criteria.

The focus of the project was on

- whole school development
- organisation and administrative management of the school
- decentralisation
- addressing rural needs by ensuring 70% of schools were in rural areas
- emphasis on 70% of primary schools
- training communities in school management
- in-service training of teachers by the EC NGO consortium which would focus on the issues confirmed in the international research as being crucial to the development of effective schooling.
- management training
- learner-centred methodology
- maximising the use of available resources
- language, maths and science

Governance and management training and English, maths and science in-service training was provided.

Management training

The entry point of training was through the district governing councils. Subject training was delayed until all districts had received training in governance and had an understanding of WSD. The NGOs involved in this training were IPE, ITEC, READ, TOPS, Masifundi.

Junior primary

Two consortiums: ITEC, L-Map and READ and Molteno, Rumep and Sakisizwe offered a holistic approach to JP. Each consortium was to take on 10 DERCs but the second consortium pulled out and the first expanded to reach 15 DERCs.

Higher Primary

English by READ

Science by PSP and TOPS

Maths by PMP and TOPS

READ also identified books in all three subjects and so readers and subject books became an additional resource for all participating schools.

Junior Secondary

English: Sakisizwe and ELET Science: SEP (closed in E. Cape) Maths: PSP and Rumep

The QSP may continue through linking up with the department although funds are not available. DECS would like to see QSP continue as it has been extremely successful in the following areas:

- community involvement structures
- establishment of DERCs
- teacher development at grassroots level
- NGO/department/community partnership

In addition to these planned interventions, two other projects later contributed to the QSP.

#### South African Book Aid Project (SABAP)

This is a joint project between QSP, the British Development Division and Book Aid International. This project resulted in 50 000 books being donated or purchased for use in QSP schools on a library loan basis. Once the full consignment is received every child in a QSP school will have access to over 100 titles over a five year period in primary and JS schooling. DERC facilitators are trained in resource management and book library processes.

Oxfordshire County Council Partnership collected over 14 containers of office and school equipment which were transported to DERCs and schools around the province.

Directorate of Planning HRD Planning: Proposal for Capacity Building in Kokstad Region  
January 1997- January 1999

Swiss funding of R1 million has been made available for this project.

The project seeks to undertake many of the training initiatives envisaged for both managers at regional, district and school levels, and for school governing bodies.

#### Purpose of the project

- to improve the quality of schooling in the Kokstad region through the development of the requisite human capacity at all levels - regional, district, circuit, school.
- to assist schools and school communities with the establishment of democratically elected school governing bodies
- to provide teachers with opportunities for upgrading their qualifications through a considered approach to INSET.
- to provide science and maths teachers with further skills
- to facilitate the integration of special services into teaching and learning

#### Proposed plan of action

- to establish an Education Development Centre in Kokstad, managed by the Regional Director and office, and equipped with 20 networked computers
- to upgrade six district offices to incorporate in-service training centres
- to install a number of networked computers in the regional and district offices The project targets the training of
- management level education officials in the regional and district offices

- all school managers
- school governing bodies
- SRCs
- teachers with a special focus on maths and science

Training delivery agencies will train a core team of regionally based Education Change Agents to ensure capacity building.

#### Eastern Cape Primary School Improvement Project

This is an ODA-funded project worth f 7,5 million sterling aimed at

- management and technical assistance at provincial level
- teacher development at primary level - language, maths and science
- resource provision
- curriculum development

The project is described in some detail below as it is envisaged as a PEI project.

According to the proposal documents the project 'will provide an integrated package of support to enable the province to address the widescale problems associated with its endeavours to improve the quality of primary education. It is a direct response to the PEI and builds on the policies of national and provincial governments to address reforms associated with institutional and policy development, teacher education, curriculum transformation, education management development and the enhancement of the quality of education.'

Planned activities for the period 1997 to 2000:

- improve the processes of educational policy development, establish HRD, and M and E Units;
- design and implement enhanced training programmes for officials, managers, teachers and principals;
- enhance the processes of EMD and curriculum development;
- provide allied in-service training and transformed pre-service teacher education; and
- ensure the availability of appropriate teaching and learning resources.

These activities have been designed to achieve four outputs: transformed DECS development, planning and management capacity; enhanced management capacity in schools; improved school teaching; and improved teaching and learning resources.

Transformation of DECS educational policy development, planning, budgeting, implementation and management capacity.

Project activities include:

- evaluating and improving the educational policy development process
- redesigning the budgeting process
- evaluating and redesigning the educational planning process
- evaluating and improving EMD
- developing implementation strategies for the above
- developing and using the EMIS
- establishing an HRD Unit
- developing a Monitoring and Evaluation Unit

- School Governance - eight-day workshop and four school visits each for 100 principals
- The Management Development Programme is developing distance education materials for use in governance and management training programmes in remote and outlying areas. Accreditation will be sought for a FDE in management of schools currently being developed.

#### READ Educational Trust

Governing Bodies Training READ runs courses for governing bodies on governance, financial management, conflict management, how to set up governing bodies and strategic planning. In 1997 over 430 delegates :From schools in the Eastern Cape have attended courses.

#### Catholic Institute of Education

This organisation provides ongoing support to principals of 35 schools as needed on site.

#### 4.7 Language development

##### CENCE

- Primary English 30 hours for 40 SP teachers
- FDE English two-year part-time (contact and classroom visits) for 26 SP, JS, SS teachers
- 12 workshops 80 secondary teachers
- Global stories four workshops and classroom visits for 16 SP teachers
- Teacher Educators 10 day course reaching 75 educators

##### ITEC

- Leader teacher programme -Two-day workshop for 27 teachers in 27 schools.
- Lower Primary Initiative consists of five modules. Each module has 2-3 day workshops and classroom visits. Presently run for 639 teachers in 213 schools. The present curriculum is being revised according to OBE and incorporated into three areas of learning and the mode of delivery is being revised to include distance education assignments. Will be ready for implementation in July 1997.

#### READ – Umtata/PE/Border

READ offers programmes at the pre-school, junior primary, senior primary and secondary phases. These courses are offered at the teacher training colleges to lecturers and students and at schools to teachers and principals. READ also provides resources and governing body training and parental education. In the Eastern Cape READ intends to reach nine teacher training colleges, 205 lecturers, over 8 000 students, 2 700 teachers and 270 principals. Workshops are also offered for parents.

#### English Language Education Trust (ELET)

- Teacher support workshops run for TSP for 240 teachers
- Teacher support for JP, SP and JS face-to-face courses combined with distance tuition for 38 teachers

#### Molteno Language In-service Teacher Training

- 18 - 48 hour workshops and 2-3 hours of classroom visits per teacher for 800 JP and SP teachers. Provision of classroom kits to 2 503 teachers.
- Trainer Training Workshops of 18 - 48 hours for 25 subject advisers, principals and HODs

#### 4.8 Maths, science and technology

##### System

400 schools will, over a period of three years, benefit from a mathematics and science project run by TELKOM and SYSTEM.

##### Technology 2005

This is a project funded by the national Department of Education, aimed at introducing technology as a school subject at all levels. It is envisaged that by 2005 all schools in the province will be offering technology as a school subject. Twenty pilot schools have started on the project. Ort-Step has taken 20 teachers through an induction course.

##### PROTEC

Offers three two-day workshops per year for 20 teachers in five schools (JS/SS). Also plans to offer technological training to teachers in 15 schools and offers two week-long workshops per year in two rural centres for 70 student teachers and 50 teachers. Plans to run three workshops in rural and urban centres per year.

##### The Open Society Foundation (OSF)

Has pledged financial support for teachers' in-service programmes in the areas of maths, science and technology - aimed at upgrading the skills of teachers. The OSF hopes to work with NGOs through a consortium. MST (PSP/All Saints/Ort-Step/ITEC/PMP/Eno Currie/Protec) has been formed and the OSF is in the process of evaluating proposals.

##### Telmast

This programme funded by TELKOM is aimed at maths and science teachers.

##### Eskom Maths and Science Colleges of Education Programme (EMSCEP)

In 1992 Eskom commissioned leading mathematics and physical science educators to develop a programme in these two subjects for matriculants from disadvantaged schools. The programme was initially based at the Eskom College in Midrand but it was decided to run the programme at teacher training institutions to optimise impact. In October 1995 the EMSCEP was launched. The central objective of the project is to support eight colleges of education to become leading centres in pre-service and in-service training of mathematics and physical science teachers, and reconstructive involvement in nearby schools.

The project has three major components:

- the development and implementation of new pre-service programmes in mathematics and physical science and the teaching of these subjects



- the further professional and academic development of lecturers in maths and science at the participating colleges through workshops with leading academics from universities and formal post-graduate study
- a school impact programme comprising in-service training and classroom-based curriculum development projects driven by colleges in schools in their immediate surrounds.

The physical science and mathematics departments of the participating colleges are supported by two teams of leading educators from various South African universities. The project also contributes to the acquisition of laboratory and computer facilities required by the new curricula. EMSCEP also assists each participant college to set up an Institute for Mathematics and Science Education to undertake research and development in the areas of mathematics and science education, to launch in-service projects for teachers and to engage in development projects in schools. While the project provides financial grants for a period of three years it is expected that the Institutes will begin to attract other sources of finance in this period.

The Cape College of Education in Fort Beaufort has participated in the project since October 1995 and the Griffiths Mxenge College in Zwelitsha outside Bisho since October 1996.

#### CENCE

- Diploma in Education: Maths and science INSET at Senior Primary level two year part-time course for 85 teachers. Lead teachers conduct workshops for 5-10 other teachers.
- Further Diploma in Education: Maths and science two-year part-time 30 JP/SP teachers. Lead teachers conduct workshops for 5-10 other teachers.
- Matric lead teachers - science, maths, biology: nine one-day workshops per subject per annum for 60 teachers. Lead teachers conduct workshops for 5-10 other teachers.
- Primary science lead teachers - nine one-day workshops for 15 teachers
- Primary science certificate of competency - nine one-day workshops for 30 teachers
- Primary Science Partnership Programme - 4-6 Saturdays for 40 teachers
- FDE Technology with ORT-Step - two-year part-time for 37 teachers
- Ripple; programme: Science, biology, maths at matric level 26 Saturdays tuition for 75 pupils who are expected to teach ten peers each week = 825 pupils
- Family maths SP 12 schools , 96 workshops per year 400 pupils and 400 parents
- CPME SP UK accredited Maths Teacher Development Programme for 27 teachers

#### Rumep

- Farm School Project JP/SP one-day workshop once per term school /classroom visits twice per term for 231 teachers in 63 schools
- FDE Maths - two years part-time 12 weeks contact time for 60 teachers/college lecturers
- FDE technology - Two years part-time eight days contact time for 20 teachers
- P Teacher Development - short courses : one week once per term for 20 teachers
- Teacher Development Workshops - one day three times per term for 40 JP/SP teachers and one day three times per term for 10 teachers

#### Handspring

is working with the Port Elizabeth Teachers' Centre and workshops have been scheduled for Port Elizabeth, Grahamstown and Graaff-Reinet for 90 SP teachers to begin early May. The programme consists of two one-day workshops and two classroom visits.

#### ITEC

Computer technology training for teachers in five day workshop for 20 teachers. Plans are being made to offer training for teachers in rural schools both at ITEC and in rural centres and to offer an advanced computer technology course for teachers

#### ORT-Step

INSET FDE - University accredited two-year part-time course. The course consists of 480-600 contact hours of which the technology component is 240-300 contact hours. Currently 205 teachers in Eastern Cape.

#### Catholic Institute of Education

Maths and theme teaching one-day workshops are offered to 60 teachers.

#### 4.9 Subject-based INSET

#### Catholic Institute of Education

Various courses and workshops on religious education are offered to 175 teachers.

## Appendix 1

### *What is expected from schools in the academic year*

- dedication, commitment and discipline from students and teachers
- finalisation of the school timetable within the first week
- the vision and mission must be prominently displayed within the school
- the school annual programme must be made available to parents at the first teacher/parent meeting
- the National Anthem together with the school hymn is to be sung once a week

### *What support programmes have been put in place for teachers and students by the Ministry*

300 Schools Project - these have been identified by the HSRC as not viable and underachieving and will be given priority in terms of learning support programmes

Teacher support programmes - 500 underqualified teachers will be trained by the University of Fort Hare. The programme will offer the initial teaching certificate for teachers who have no matric.

Provision of material resources in the form of mobile libraries, science kits, overhead projectors and other learning material

Each region will have a teachers centre which will be manned by subject advisers, EDOs and other in-service lecturers. Queenstown, Port Elizabeth, East London, and Umtata have got centres, Kokstad and Butterworth are in the process of establishing these centres. Satellites for each district are being planned.

Provisioning of textbooks has already been done.

From the beginning of March teachers will be trained in the use of mobile language laboratories. The purpose of these language kits is to help students and teachers with communication skills.

Capacity building programmes have been planned to empower parents serving on governing councils. By the end of February schools should ensure that they have democratically elected their governing councils and SRCs in order to prepare for the training programme

400 schools over a period of three years will benefit from a mathematics and science project run by TELKOM and SYSTEM

Computer programmes are being made available for 200 schools to access the INTERNET -this is for more resourced schools

Technology 2005, a project funded by the national Department of Education is aimed at introducing technology as a school subject at all levels. It is envisaged that by 2005 all

schools in the province will be offering technology as a school subject. 20 pilot schools have started on the project. Ort-Step has taken 20 teachers through an induction course.

Project outreach - proposal for an education upliftment project in the Eastern Cape Education Department

Schools must endeavour to access information on new outcomes based curriculum developments so that teachers contribute meaningfully on draft OBE curriculum which will be available in the new year.

The Open Society Foundation and Telkom have pledged financial support for teachers in-service programmes in the crucial areas of maths, science and technology - aimed at upgrading the skills of teachers.

Another 400 schools will be electrified. These schools will then be provided with TVs and videos. Each circuit will be provided with overhead projectors.

Innovative curriculum programme for 400 out of school youth helped to get matric over two years at Youth colleges.

Second year students at colleges of education are encouraged to spend last six months in practical teaching environment. A mentor/apprentice relationship will be encouraged.

Special provincial examinations will be set for teachers with outstanding subjects.

The document sets out the role of Education Development Officers(EDOs) and Subject Advisers

## Appendix 2

### Management Capacity Building and Support

#### Overview

This project seeks to contribute to education transformation in the Eastern Cape by strengthening the management capacity of the Department of Education, Culture and Sports and Culture. The project will establish an on-going management training programme for senior and mid-level Department managers and strengthen the Department's strategic planning capacity.

The project seeks a total of R4,479,320 for training and capacity building.

### Capacity Building and Support to the Education Management Information System Unit

#### Overview

This project seeks to contribute to education reconstruction in the Eastern Cape (EC) by strengthening the capacity of the newly formed Education Management Information Systems (EMIS) unit of the Department of Education, Culture and Sports and Culture to provide relevant and timely management information to the full spectrum of education role players. The project will build on the commitment and investment already made by the EC Department of Education, Culture and Sports, and ensure that the EMIS unit has the professional and technical capacity to deliver valuable information on education to departmental decisions makers, teachers, parents, students and the public.

This proposal seeks a total of R1,510,092 in funding for capacity building and computer hardware and software.

Data for 1994 reveal that over 22,000 EC teachers are underqualified, and another 1,700 are unqualified. The average pupil/teacher (P/T) ratio at the primary level is 51:1, with wide variation within ex-African departments. For example, in 1992 there were over 570,000 junior primary pupils in classes in the ex-Transkei department where the P/T ratio averaged 77:1<sup>1</sup>. In the case of senior primary pupils in the same region there were over 330,000 pupils in classes where the P/T ratio averaged 48:1.

*Inadequate or non-existent infrastructure such as roads, health care, housing and sanitation, electricity and telephones is a significant obstacle to the use of modern technology for programme development in the EC. This affects education in many ways such as poor communication with schools, difficulties in the distribution of materials and supplies, higher building and remodelling costs, etc. In many cases the equipment and systems that are taken for granted in well resourced urban areas would presently be inappropriate or unusable in poor areas. These problems must be recognised in the development and implementation of education interventions.*

### Support for Curriculum Development

#### Overview

This project will support a critical element of education transformation in the province by improving and enhancing systems for curriculum development. The broad goal of curriculum systems enhancement is to

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<sup>1</sup> Source: "Poverty Profile of the Transkei Region", S.A. Mpabani, South African Labour and Development Research Unit, August, 1994.

develop provincial capacity to design and implement a unified, unbiased school curriculum which is learner-centred, outcomes-based and fully empowers all learners.

This project seeks R2,881,750 in funding to enhance provincial capacity for curriculum development.

### **Support for Strengthening Teacher Education and Development**

#### **Overview**

This project seeks to contribute to education transformation in the Eastern Cape by strengthening the teacher education and development capacity of the Department of Education, Culture and Sports and Culture. The project will establish an on-going teacher education and development training programme for leader teachers which will ultimately “cascade” to all teachers in the province. The project will also develop strategies for establishing regional Education Resource Centres/Materials Development Centres in the Province.

This project seeks a total of R3,697,750 for training and capacity building.

### **Support to Early Childhood Development**

#### **Overview**

The South African government recognizes that the care and development of children must form the foundation of a new society and the starting point for human resource development. As a result of neglect by the apartheid government, early childhood development (ED) services in South Africa are grossly inadequate, fragmented, uncoordinated, unequal and generally lacking in educational value. A key component of the government strategy to improve ED services is the establishment of a “reception” year programme for 5 year olds that is linked to the formal school system.

Since a high proportion of South African parents are poor and have had very little or no schooling, they are often not able to prepare their children with the learning skills that are required in a formal education environment. This situation often leads to poor performance in school and to other problems that contribute to high dropout and repetition rates. The intention of a reception year programme is to better prepare children for entering the formal school system.

At the same time, such an approach will only be effective if the education principles applied in the reception year programmes are linked to those used in the formal school system. As a result, there is also a need to transform the teaching methods and curriculum used by teachers at the junior primary level. The coupling of reception year programmes with an integrated four-year junior primary programme is essential.

The total cost of the project is R1,498,400, of which R1,021,400 is being sought from outside donors.

### **Support for Capacity Building for School Governing Bodies**

#### **Overview**

Education officials in the Eastern Cape recognize that improvement in education cannot be achieved by department officials and teachers alone. Unfortunately, a belief that education is entirely a state responsibility has become entrenched in the attitudes of many parents and communities. This apathy affects the commitment of the parents and community to the education process in the classroom as well as contributes to a diminished sense of ownership of the physical resources.

To address this problem a school governing body is being formed in each school. The purpose of the governing body is to share educational authority and responsibility among parents, teachers, students, the community and the state. Each governing body will be entrusted with the responsibility and authority to formulate and adopt school policy within the national, provincial and district vision for education, and to

carry out specific administrative functions. However, many members of school governing bodies lack the experience and capacity to assume their new roles. At the same time, the capacity of the Eastern Cape Department of Education, Culture and Sports to provide support and guidance to school governing bodies is limited.

The Department is seeking funding to build its capacity to provide long-term training and support to school governing bodies, and to develop training and resource materials related to governance issues. The proposed project will be providing assistance to the Department to train education development officers (EDOs) and to develop training and resource materials. The expected outcomes of the project include: 1) providing EDOs with a new understanding of the role of school governing bodies in the delivery of quality education; 2) providing EDOs with practical experience in assisting school governing bodies; and 3) developing, testing and reproducing training and resource materials related to school governance issues.

Although the EDOs will be the immediate beneficiaries of the project through the increased capacity to provide support services to school governing bodies, the Department in general will also benefit from greater community involvement in education. More importantly, the pupils, schools and local communities will benefit greatly as a result of their increased participation in, and impact on, the education system. Education departments in other provinces will also benefit by being able to use or adapt the training materials and project approach.

A total of R1,267,630 in funding is being sought from outside donors in support of this project. The funds will be used to: 1) provide technical assistance to the Department to develop a concept paper on school governance in the province; 2) conduct a workshop with EDOs to discuss issues brought out in the concept paper and to share ideas regarding project implementation; 3) provide technical assistance to the Department to develop, test and reproduce training and resource materials related to school governance; and 4) conduct a series of training workshops so that EDOs are capable of using the materials to provide on-going training and support to school governing bodies in their districts.

### **ECD Consortium - Network of Education Training Agencies**

Khululeka  
PELC  
CCDC  
Masikhule  
ITEC

Netherlands - Protec and READ

Southern Life ITEC, Khululeka

USAID - funding of many projects but ends in March '97 to take up bilaterals with government

ESKOM

TELKOM

In the organogram provided to this group no provision is made for teacher education involving INSET and PRESET and their appropriate institutions.

It is proposed that a directorate dealing exclusively with teacher education INSET and PRESET be established

Interview with Bartlett (Chief Education Specialist) and Ms Masustu

Priorities

Policy : teachers centres for each of the six regions : Need to develop three new teachers centres

Those that exist : Central EL, Western PE, Eastern Umtata (Trinset),

Not yet : Northern Queenstown or environs, Butterworth, Ko9kstad/Mt Frere

Policy is decentralisation. In the process of establishing 12 satellite teacher centres from a DBSA loan. Hope to have 20. Don't have sufficient funds to equip these.

Staff development

Need to design course for teacher educators. Use curriculum '98 as a basis for solid teacher development

to work towards the democratisation of Education and the re-inculcation of the culture of teaching and learning.

to help in the implementation of the Education Policy and Schools Act

to identify needs and problems of schools under their jurisdiction

to identify staff development needs and plan, organise and monitor staff development programmes.

to assist in recruitment and placement of teachers and to ensure that rightsizing and re-deployment procedures are adhered to closely.

to see to the dissemination of information through delivery and discussion of departmental circulars and government gazettes in workshop formations

to render support to the examinations section by identifying the training invigilators, collection and safekeeping of exam papers and scripts and monitoring of the process.

to render support to provisioning, physical planning, standard education and curriculum development directorates

to ensure that each school has a flag and a national flag and that the National anthem is sung at least once a week.

to find solutions to problems such as absenteeism at schools and must strive for effective education and efficient administration

to give guidance to new principals and initiating capacity building programmes to all his/her clients

to assist in the development of structures and the institution as a whole

to stimulate, guide and support leadership

to encourage and support teachers in their career development

to promote and assist with the curriculum development in schools



to provide the department with information and or recommendations concerning local requests, issues or problems on the strength of the accumulated local knowledge and/or personal investigation so as to ensure availability to resources at schools to check if the teaching structures have been set up.

The QSP has attempted to integrate its work with the department and has been successful with Library Services and Distance Education - proposed plan for DE through Fort hare in partnership with the University of New South Wales.

It is essential that when a decentralised INSET policy is introduced provincially that a very good communication system is put in place. It is needed to cope with the guaranteed changes to agreed training dates, weather conditions resulting in impassable roads, community sport and music events. All of which play havoc with scheduled training programme at great expense to the training budget.

Infrastructural needs restrict severely decentralisation. Decentralisation policy has to take into account need for vehicles to make decentralised teacher centres operational - need 41 minibuses

**Presidential Education Initiative**  
**Workshop Report: Eastern Cape**

**Prepared by Beverly Burkett and Dr Dion Pretorius**

**1. Introduction**

This report records the proceedings of the Presidential Education Initiative (PEI) workshop held at the Central Region Teachers' Centre in East London on Monday 12 May, 1997. The workshop aimed to:

- \* provide participants with an outline of the PEI
- \* give a summary of the provincial audit, undertaken by the Joint Education Trust (JET), of current and proposed education initiatives in the Eastern Cape
- \* against this backdrop, engage in a process of needs identification and prioritisation
- \* develop strategies to address these priorities
- \* define areas round which funding proposals could be written

The workshop was arranged by JET in collaboration with the Department of Education (DoE). It was partly facilitated by Dr Deon Pretorius and Ms Beverley Burkett in fulfilment of an agreement between these parties and JET. Invitations to attend this workshop were sent out by the DoE. A list of participants and their affiliations appears in Appendix A.

Participants were welcomed by departmental representative, Mrs Limekaya, acting on behalf of Ms P Msutu. Participants then introduced themselves and stated the name of the organisation or institution they represented. At this stage the JET representative gave an overview of the Presidential Education Initiative (PEI).

**2. Overview of the Presidential Education Initiative**

The PEI came about towards the end of 1996 as a result of a request by President Mandela to foreign funders for financial support for teacher development in South Africa. Eighteen donors have expressed interest in and committed funds to the initiative. The National Department of Education appointed JET as project managers for Phase 1 which includes:

- ~ the commissioning of research reports dealing with the *teaching of large classes, multilingualism, multi-grade classes*
- ~ an audit of existing and proposed education initiatives in the provinces
- ~ needs assessment and prioritisation
- ~ wider consultation with the provinces through a workshop
- ~ development of funding proposals based on the identified priority areas

The time scale for Phase 1 was December 1996 - May 1997. At the time of the workshop JET had concluded the research aspect and the audits and in bringing Phase 1 to a close it was necessary for the stakeholder group to :-

- \* take account of the audit and identify any missing information they were aware of, or any incorrect information;
- \* articulate the needs of the province
- \* prioritise these needs
- \* develop strategies to address these

The next step in the process would be to develop these strategies into funding proposals to be submitted, on behalf of the province, to donors who had expressed an interest in the PEI.

### 3. Workshop process and outcomes

Once this initial outline had been delivered the workshop opened up to comments and deliberations. The first concern that was expressed by the group was that of a lack of representation. It was noted that the organised teaching profession and the NGO's were not represented. As this exercise was intended to be a consultation process and given the experience, expertise and local knowledge of education needs of both these groups it was a serious lack which had an impact on the proceedings of the workshop and therefore on the development of ideas for funding proposals.

#### 3.1 Information to be added to the PEI provincial audit

In response to the PEI audit document the group noted the following errors or missing information:

1. The **number of schools** in the province was incorrect.
2. Only one University was listed under the section: **upgrading of teacher qualifications**, namely Fort Hare. Representatives from Rhodes University, UPE and UNITRA stated that their institutions offered Diplomas in Education and Further Diplomas in Education to improve teacher qualifications in relevant fields. Each representative agreed to ensure that the details of their programme would be forwarded to JET.

Rhodes : Primary Education Diploma for Category B → C and C → D  
(Full-time and part-time)

ORTSTEP Early Childhood Development - Pre-primary; Technology

UPE : Further Diploma in Education in School management  
Maths / Science  
Language  
Curriculum development  
Computers  
Early Childhood Development  
Technology : ORTSTEP

UNITRA: Further Diploma in Education in Computer Technology  
ABET  
Further upgrading diplomas  
Category B → C and C → D

3. A **Teachers' Centre proposal** for effective in-service training utilising teams of trainers, emanating from these regional centres, did not appear in the list of initiatives. This was over and above the projects listed in the document.
4. A column indicating whether the activity was **formal or non-formal** would be useful.
5. No reference was made to the **SABC education initiative**.

6. A proposal for a **programme of professional development of teacher educators** has been developed by the Centre for Continuing Education (CENCE) in collaboration with the School for International Training (Vermont, USA) following a ten day seminar held in June 1996.

Following this listing of additional initiatives, either existing or proposed, that needed to appear in the provincial audit, the discussion moved on to the identification of provincial needs.

### **3.2 Needs of the Eastern Cape**

The group identified the following as areas that need to be addressed:

1. **Formal upgrading of teacher qualifications:** the Eastern Cape has the second worst teacher qualification profile, with 42% of the educators un-or underqualified. This statistic makes this a serious concern.
2. **Continuing professional development:** there is a need for coherent, consistent, relevant and quality *in-service* work. A number of specific needs were mentioned under this broad category:
  - 2.1 Management of the teaching/learning environment, in terms of class size, setting up of activities, range and type of activities
  - 2.2 Methodology that promotes active learning and takes account of different learning styles
  - 2.3 Planning of learning programmes
  - 2.4 Continuous assessment
  - 2.5 Deeper subject knowledge
  - 2.6 Developing a sense of professionalism
3. **Early childhood development:** a need for both formal and non-formal support for this area.
4. **Social context of the school:**
  - 4.1 Creation of an environment in which teaching and learning can take place. The issue of discipline was raised as a factor which mitigated against this.
  - 4.2 The development of relationship-building skills so that teachers are able to involve parents/community in the life of the school.
5. **Pre-set/professional development for teacher educators:**
  - 5.1 Models for the integration of preset and inset
  - 5.2 Staff development/course for teacher educators which would address, i.a.:
    - 5.2.1 attitudinal change
    - 5.2.2 curricula
    - 5.2.3 processes of teacher education
    - 5.2.4 understanding of national policy (COTEP, NQF, OBE)
    - 5.2.5 institutional transformation
6. **Management skills for principals**
7. **Implementation of Curriculum 2005:** co-ordination of resources and wider communication in order to inform the teaching profession; ongoing support for teachers during implementation.

### **8. Capacity building within the Department and structural change:**

It was suggested that a structural change within the Department bringing together all facets of teacher education would facilitate co-ordination and communication. A mechanism was needed for project management; one was also needed to ensure dissemination of information from provincial, to regional, to district levels and vice versa. With this in place there would be better utilisation of the province's resources. It was further noted that the ODA/DECS project has been designed to achieve "transformed DECS development, planning and management capacity" and that this might partly address this need .

### **9. Decision with regard to the Colleges of Education/training of trainers for ABET:**

A decision was needed about the future of the colleges in order to implement staff development. For those which become community colleges a re-training programme will need to be developed and implemented.

### **3.3 Priorities in terms of teacher development in the Eastern Cape**

These needs were then prioritised. There was consensus around the top priorities. These were stated as:

- \* the **formal upgrading of teacher qualifications** through relevant, evaluated programmes
- \* the need for a **coherent and comprehensive in-service programme** which could effectively reach all teachers in the province,
- \* a staff development programme for teacher educators, which could include university and college lecturers, subject advisors and education development officers.

### **3.4 Development of proposals**

It was decided that the PEI proposals should be prefaced with an over-arching goal. Although it was suggested that proposals be developed round the three top priority areas, all the needs identified in 3.2 above fall within these areas (3.3). Strategies should be developed in the proposals to incorporate these needs. It was suggested that a PEI project management team be appointed to oversee the projects. There should be departmental representation within this.

#### ***#1 Teacher qualifications:(addressing needs 1,3,5)***

It was agreed that a proposal should be developed, taking into account what was already being done in the province in terms of the upgrading of qualifications, for instance the University of Fort Hare distance education initiative and the Diplomas in Education and Further Diplomas in Education offered by other Universities and Colleges. It should build in a mechanism to co-ordinate these activities, so that best use can be made of provincial resources. The qualifications should allow teachers to **achieve the minimum level to qualify for permanent posts**. It further needs to stipulate that these qualifications need to be **in line with COTEP requirements** and should **focus on relevant subject matter**. The programmes should be **characterised by the core values reflected in the White Paper on Education and Training** and be **underpinned by the view of teaching and learning that is espoused by Curriculum 2005**. The registering and approving of such courses could fall within the ambit of a provincial council for teacher education.

In setting up and implementing these programmes consortia or groupings of institutions were suggested. Furthermore the proposal/s should stipulate:

- that **transparency** be maintained in awarding the tenders for these programmes, that they are widely advertised
- that mechanisms in terms of both **professional and financial accountability** be built in
- that an **independent assessor be appointed to evaluate**

### ***#2 Continuing professional development for in-service teachers(addressing needs 2,3,4,6,7,9):***

The proposal/s should set out clear strategies for a coherent, comprehensive programme for educators that fosters the development of knowledge, skills and attitudes. These should:

- promote professionalism and effective teaching and learning
- cater for both short term and long term needs of teachers
- exemplify the view of teaching and learning which underpins Curriculum 2005
- involve teachers in all aspects of planning and implementation
- provide and develop quality materials and resources

Cognisance needs to be taken of existing initiatives and proposals. The Teachers' Centres have proposed a team approach to inset working out of regional centres. Proposals should incorporate mechanisms which involve teachers in outlying areas. They should also build in evaluation procedures by independent assessors. Strategies in pursuance of accreditation need to be included.

### **#3 Professional development for teacher educators (addressing needs 5,7,9)**

It is vital that teacher educators be included in the education transformation process. The potential of current policy can only be realised if they, as trainers of future teachers, have the necessary vision, knowledge and skills to implement it. It is proposed that a professional development programme address the following:

- in-depth understanding of current reforms
- skills in facilitating conceptual change
- knowledge of national and international 'best practices' in teacher education
- deeper subject knowledge

It was noted that a decision still needs to be reached about the future of the 21 colleges in this province, but the need for staff development still exists and funding will be required.

### **Committee for referral**

A following participants offered or were nominated to be available for further discussion:

Dr S. Van Rensburg - liaise with Prof. D. McKellar

Dr A. Knoblauch

Mr I. Metembo (to liaise with the Dept.: Mrs Limekaya)

Ms N. Ntantiso

Appendix A  
PRESIDENTIAL EDUCATION INITIATIVE : WORKSHOP - 12 MAY 1997 -  
CENTRAL REGION TEACHERS' CENTRE, EAST LONDON

SURNAME & INITIAL

AFFILIATION

Mrs F.T. Limekaya	Department of Education
Prof. D. McKellar	Rhodes University
Prof. C.A. Taylor	University of Port Elizabeth
Dr. S.E. Van Rensburg	University of Port Elizabeth
Miss S.S. Nongogo	Department of Education
Mrs N.P. Nabe	Department of Education
Ms P. Mesatywa	Department of Education
Mr N. Tsiko	Department of Education
Dr. A. Knoblauch	PE Teachers' Centre
Mr J. Badenhorst	Central Region Teachers' Centre
I. Metembo	Inset Western Region
Mr Moyikwa	Bensonvale College
M. Holomo	Luncedo Teachers' Centre
M. Ngodwane	Department of Education
K. Ntantiso	Open Society Foundation
T.B. Kutuka	Department of Education
L. Ludidi	UNITRA

JET REPRESENTATIVES

M. Diphofa  
K. Boshego

WORKSHOP FACILITATORS

Dr. D. Pretorius	Institute for Development, Planning & Research / UPE
Mrs B. Burkett	CENCE / UPE

## Eastern Cape PEI Proposal

Prepared by Beverly Burkett and Dr Dion Pretorius

### Background

This proposal is based on the understanding that the Presidential Education Initiative will be one of the major investments in education for the foreseeable future in the Province. The opportunity should be used to utilise its resources, in a way that will have a lasting effect and complement more general educational and social development in the Province. It should be used to make a significant contribution to building a sustainable education system and not to fund initiatives and projects that have a life of their own separate from the development of an integrated education system.

The Eastern Cape is the second largest province geographically and, with 16% of South Africa's population, low per capita income and high unemployment, it is also the country's second poorest province. The severest problems in education are experienced in the rural areas where more than 70% of the school population is located. The province also has the second largest school enrolment, estimated in 1996 to be 2.5 million, of which 76% were at primary level. It is for this reason that this proposal aims to have an impact on this sector.

A departmental document relating to capacity building and support for the Education Management Information System Unit states that: "Inadequate or non-existent infrastructure such as roads, health care, housing and sanitation, electricity and telephones is a significant obstacle to the use of modern technology for programme development in the Eastern Cape. This affects education in many ways such as poor communication with schools, difficulties in the distribution of materials and supplies, higher building and remodelling costs, etc. In many cases the equipment and systems that are taken for granted in well resourced urban areas would presently be inappropriate or unusable in poor areas. These problems must be recognised in the development and implementation of education intervention."

These infrastructural and socio-economic conditions and the geographic spread of the province provide major challenges. An approach needs to be adopted that will bring resources and capacity to all communities, but especially to those in rural areas. In doing so it will substantiate the Departments' mission to "achieve equity in a unified education system".

Thus the broader idea is that of integrated development and the more specific application is that of a model for developing capacity within a provincial education system. The assumption underlying this proposal is that an improved level of education is linked to development and socio-economic growth. The argument followed in this proposal is consistent with the thinking of the Provincial Department as reflected in Eastern Cape Draft Educational Policy Framework, as well as in the Action Plans from the Directorates Teacher Education and Subject Advisor/ Services. It also reflects the two fundamental principles concerning teacher development which inform present provincial policy: that of decentralisation and a holistic approach. It also aims to supplement and support the objectives of the Eastern Cape Primary Schools Improvement Project.

### The problem

A low standard of education exists in the Eastern Cape. This is evidenced by the matric examination results (1995 results reveal that the Eastern Cape achieved a 48.16% pass rate, 4.09% lower than the national level) as well as by the poor quality and lack of physical resources and the high percentage of on- and under-qualified teachers.

The high drop out rate (in 1994 only 16% of the pupil intake in grade 1 actually completed their schooling) especially among black students compounds the problems of unemployment, poverty and low economic growth. In order to break this cycle the quality of teaching and learning will have to be improved. Good quality education cannot exist without good teachers and a management infrastructure that effectively manages the education process.



## The needs

The articulated needs of the province in terms of teacher development centre round three broad areas:

- \* the formal upgrading of teacher qualifications through relevant, evaluated programmes;
- \* the infrastructure to manage and support a decentralised in-service programme which reaches all teachers in the province, taking into account both short and long term needs and which is effectively implemented at district and school level;
- \* a professional development programme for teacher educators, which will facilitate conceptual change and institutional transformation .

## Overall goal of the PEI in the :Eastern Cane

The overall goal of the PEI in the Eastern Cape is to improve the quality of teaching and learning in the school system.

The assumption is that this will improve the standard of education which in turn will affect positively the quality of life for all

## Objectives:

1. To decrease the number of no- and underqualified teachers in the province from the current status of 42%.
2. To strengthen the infrastructure at district level, in terms of resources and effective management capacity, to facilitate a system of decentralised INSET.
3. To transform the teacher education sector.

## The broader PEI project framework

This proposal aims to complement the ODA funded Eastern Cape Primary Schools Improvement Project. The latter addresses central management capacity, planning, budgeting, policy development and implementation as well as school management and INSET for grades 1,4 and 7 in the areas of Language, Mathematics and Science. Therefore it is assumed that the need for central departmental capacity building will not need to be included in this proposal. It is also envisaged that the capacity building of district staff (objective #2) will serve both projects and that planning will be co-ordinated so that the province, through its pupils and teachers, can derive maximum benefit.

## Project Management

It is envisaged that a project management team be appointed to co-ordinate and monitor activity. Funding can be phased in to projects over a period of three years, with evaluation and monitoring of activity taking place regularly. A function of this project management team will be to develop capacity within the province to effectively create partnerships and manage projects themselves.

## Evaluation

A formative evaluation component will be built in to all the projects. This will be undertaken by participants, as part of a monitoring process, as well as by an independent assessor.

Objective #1: To decrease the number of un- and underqualified teachers

Approximately 4,7% of the educators in this province are un- or underqualified. This represents a figure of approximately 24,326 teachers. In terms of black teachers in primary schools this statistic rises to 59%. Top priority for upgrading should be given to those teachers who do not yet have an M+3 qualification as this is the minimum requirement for a permanent post. Too little attention has been paid to the selection, educating and ongoing professional support and development of teachers. This has resulted in teachers being poorly prepared and lacking in subject mastery, confidence and critical thinking skills - a major cause of poor learning outcomes, particularly among black pupils.

In order to address these needs it is proposed that the higher education institutions engaged in teacher education, in consultation with the Colleges of Education, should develop appropriate curricula to be offered to teachers who do not yet have the required minimum qualifications. These courses will be offered on an outsourced basis with the higher education institutions providing the trainer training, monitoring and accreditation.

Such courses/programmes should

- \* comply with COTEP requirements
- \* be directly related to teachers' classroom responsibilities
- \* be delivered through various modes: contact, semi-distance and distance
- \* have relevant curricula in line with new policies
- \* model the view of teaching and learning that is embodied in Curriculum 2005
- \* be open to evaluation.
- \* be characterised by the core values as reflected in the White Paper on Education and Training

In order to meet this objective a project committee will need to be established. This committee will include, inter alia, members of the Department of Education as well as representatives from the higher education institutions and the colleges. Its function will be to approve the courses and ensure that the subsidies are awarded in a transparent and equitable manner.

## Outputs

- 1.1 Revised curricula for teacher education.
- 1.2 Relevant materials will have been developed.
- 1.3 5000 subsidies of R500 each will be awarded each year over a period of three years to enable teachers to upgrade their qualifications through an approved course.

## Activities

- project management invites participation from higher education institutions engaged in teacher training
- teams develop curricula drawing on provincial and national input
- outcomes and competencies established
- course material developed
- supplementary books, materials ordered and allocated
- trainer training undertaken
- outsourcing of courses: this can be done through the accreditation of College of Education staff; accrediting NGO's; employing field staff on a part-time basis
- committee set up to allocate subsidies of R500 per teacher per year (maximum of 5000 teacher units per year) to institutions offering approved courses

Objective #2: To strengthen the infrastructure at district level, in terms of resources and effective management capacity, to facilitate a system of decentralised INSET.

In-service teachers should be able to take part in a continuing professional development programme that reflects the notion of lifelong learning. Emergent policies indicate that teachers will be appraised according to classroom competence and that in order to maintain and develop this, ongoing development will be necessary. However, up to now, much of what has been done in the name of INSET has been remedial, from the perspective of a 'deficit' model. Given the quality and inappropriateness of some of the training teachers have received, this is understandable. But the cycle needs to be broken. When pre-service education is improved, then in-service programmes can become truly developmental in their focus

The model which this proposal aims to support, is based on the idea that school communities should become more self-reliant and capable of resolving problems and even running educational development projects on a school and/or district level.

The Department and other partners in education should be enabled to contribute towards school-based development, supporting decentralisation.

The focus for capacity-building; should therefore be the school and the district level.

Contemporary development thinking about countries like South Africa points to the significance of district level structures in order to facilitate development of otherwise impoverished communities.

The objective is an integrated development approach based on the idea that the Province be divided into districts in which communities are clustered around multi-purpose service centres or nodes which contain offices of the relevant government department and other agencies required to provide back-up to communities for development.

Such district centres do not need to be established from scratch as some already exist. Several district learning centres have been set up by the Department and others by the Quality Schools' Project. It is important that these centres be utilised and further developed so that there can be a maximising of resources. In addition it is envisaged that the Regional Teachers' Centres will play an important role in supporting and resourcing the districts.

To this end it is envisaged that 20 such centres will be identified by the Department and funding can be allocated for physical resources such as books, science kits, poster materials, computers and TVNCR facilities. In addition the staff of such centres as well as EDO's, subject advisors and school principals and representatives will need to undergo a capacity-building programme in order to effectively undertake project management and handle conceptual change.

The capacity to run projects, to solve problems and address development needs in schools, at a school level, must exist at that level. The district manager and his/her staff must be key in promoting this capacity.

This proposal aims to build capacity at district level to identify needs and co-ordinate and manage programmes which will address these. It is through this mechanism that the greatest number of teachers will be reached and that the PEI can make the greatest long term contribution. By building on existing structures, strengthening and empowering these, an infrastructure will be developed that will act as a vehicle for future initiatives. Without such an infrastructure development will remain fragmented, with only pockets of improvement.

This project can pull together skills, services and resources, consolidating what has already been done (e.g. Quality Schools Project), facilitating existing initiatives and acting as a conduit for future ones.

## Outputs

- 2.1 20 centres, evenly distributed throughout the province, resourced with books, science kits, materials for the making of teaching aids
- 2.2 A programme of education management and management of conceptual change implemented for district centre staff, EDO's, subject advisors, school management

## Activities

- Identification of 20 centres
- Audit of existing resources
- Listing of requirements in terms of books, science kits, materials, computer, tv/vcr
- Ordering of these materials
- Installation
- Development of utilisation plan and budget
- Identification of agents to develop and deliver capacity building programme
- development of programme of educational management and management of conceptual change
- Implementation of 6 days of training within each region
- Four days of follow-up consultation/training in each of the regions

Objective #3: To transform teacher education in the province

The preparation and on-going education of teachers has been established as a national priority. Given that this is primarily the function of teacher education institutions, it is vital that they are included in the education transformation process and are staffed by educators who have the awareness, knowledge and skills to realise the potential of the reforms. If pre-service and in-service teacher development are viewed as a continuum, priority must be given to strengthening the quality of teacher educators so that in-service work can be developmental rather than remedial. The current situation is reflected in the major findings of the National Teacher Education Audit (1995) which indicate that:

- "theory and practice in colleges do not reflect either the direction of the new South Africa or best international practice in teacher education."

- "many academic staff lack expertise, especially in new technologies, teaching strategies and modes of assessment; nor are they conversant with current trends and developments in the subjects they teach. Moreover, they often lack in-depth knowledge of their subject areas."

- "many lecturers have obtained their qualifications from institutions that were dominated by discredited and out-of-date educational philosophies."

Little, if any, training exists for teacher educators - they are appointed on the basis of academic qualifications. A Teacher Education Institute held in June 1996 in Port Elizabeth was attended by 100 educators from throughout South Africa and Namibia. Their input and discussion of their needs show that opportunities for professional development at this level are desperately needed. Individuals can opt to pursue post-graduate studies in a direction of their choice, but this may not, in any way, be related to their institutional context and will have little hope of bringing about change on the macro level.

This project aims to strengthen and improve teacher education at the level of the individual and the institution so that the quality of training is improved and teachers entering the field are adequately equipped to face the challenges of the educational context.

In realising this objective the project will:

- develop and articulate a provincial professional knowledge-base in teacher education which reflects the new national and provincial policies.
- build skills and practices in teacher education, curriculum development, organisational leadership and change to carry forward this professional knowledge-base.
- create a group of teacher educators with skills in organisational leadership and change.
- develop and implement a professional development programme which will facilitate the above.
- negotiate accreditation for this programme through host institutions in this province, thereby developing their capacity through participation in the project.

This teacher educator development programme will address the following:

- \* in-depth understanding of current reforms
- \* skills in facilitating conceptual change, both in the ir institutions and among their teacher trainees
- \* knowledge of local and international best practices in teacher education
- \* deeper subject knowledge

## Outputs

- 3.1 Resource and development unit is established
- 3.2 Management committee established
- 3.3 Professional development programme developed
- 3.4 Delivery of this programme through host institutions catering for approximately 300 teacher educators per year over a period of three years
- 3.5 Accreditation of this course

## Project structure

This programme will form the basis of a project which will operate in two tiers:

i) Planning and design and ii) implementation

The planning and design tier:

This tier is responsible for initiating and launching the project. It is made up of three components:

- A Design Team:  
will produce a curricular framework which outlines content and educational processes that the programme will follow The aim is to ensure that there is consistency and coherence. Once the project is planned this team can disband.
- A Management Committee:  
will be responsible for on-going direction, oversight and evaluation of the project. The committee will be composed of key stakeholder representatives, among them representatives of the Department.
- A Resource and Development Unit  
will carry out the day to day management of the project.  
It will organise the design team and provide professional and managerial support through the curriculum development process;  
provide support advice and linkages to international counsel and `best practices' to the management committee;  
select and train the staff who will provide the field support as well as give input to the course/programme.

## The implementation tier - Development Programme

These programmes will form the core of the project. They can be offered through chosen institutions - universities or consortia of universities/colleges/NGO's. They will be taught by staff drawn from these institutions but include national and international input. The programme format can be worked out by the design team but should consist of contact sessions (possibly two in a year) and supported field work within the participants' own contexts. This aspect is vital to ensure that there is transfer of theory into practice, that participants' develop skills in context and that studies undertaken are applied to real challenges.

The participants that successfully complete the programme may qualify for a credential offered through the host institution. This would serve as an incentive for both the teacher educator and the host institution.

**PRESIDENT'S EDUCATION INITIATIVE - EASTERN CAPE**

	YEAR ONE	YEAR TWO	YEAR THREE	TOTAL
	R	R	R	R
<b><u>OBJECTIVE ONE - UPGRADING TEACHERS QUALIFICATIONS</u></b>				<b>10,000,000</b>
i) CURRICULUM DESIGN	1,315,000			1,315,000
Consultation & Development fees	1,200,000			1,200,000
Travel & Accommodation - 20 lecturers (5 centres x4people)	15,000			15,000
Administration cost - 5 Centres	100,000			100,000
ii) MATERIALS DEVELOPMENT				
Printing & Distribution	1,650,000			1,650,000
iii) COURSE SUBSIDIES FOR TEACHERS				
5000 teacher units per year @ 500 per course	2,250,000	2,250,000	2,250,000	6,750,000
iv) PROJECT MANAGEMENT AND EVALUATION				285,000
<b><u>OBJECTIVE TWO -SUPPORT FOR DECENTRALISED INSET</u></b>				<b>12,000,000</b>
i) MATERIAL RESOURCES (including books, science kits, computers...)				
20 Centres @ R 500 000 each	4,000,000	3,000,000	3,000,000	10,000,000
ii) CAPACITY BUILDING - MANAGEMENT DEVELOPMENT COSTS				
Staff of Centres				
EDO's				
Subject Advisors				
(drawn from 41 districts)				
Trainers fees and Project development	120,000			120,000
Travel and Accommodation	1,880,000			1,880,000
<b><u>OBJECTIVE THREE -PROFESSIONAL DEVELOPMENT FOR TEACHER EDUCATORS</u></b>				<b>9,999,500</b>
i) CURRICULUM DEVELOPMENT & PROJECT MANAGEMENT	688,000			688,000
ii) INTERNATIONAL TECHNICAL ASSISTANCE AND SUPPORT	504,000	504,000	504,000	1,512,000
iii) INTENSIVE TRAINING PROGRAMME				
Course Presentation	270,000	270,000	270,000	810,000
Trainee travelling and accommodation	1,740,000	1,740,000	1,740,000	5,220,000
Printing and distribution	15,000	15,000	15,000	45,000
Administration	22,500	22,500	22,500	67,500
POST PROGRAMME SUPPORT				
Equipment (Computers and internet connection)	184,000	24,000	24,000	232,000
Remuneration for field staff to provide support in context	450,000	450,000	450,000	1,350,000
Travel and accommodation	25,000	25,000	25,000	75,000
<b>PROPOSAL TOTAL.</b>				<b>R 31,999,500</b>

**PRESIDENT'S EDUCATION INITIATIVE : FREE STATE**

<b>A PRESENT SITUATION</b>	8 teacher training colleges, 3 023 schools, 744 851 pupils, 23 684 educators, 42% of educators un- or underqualified. T:P ratios acceptable but small farm schools make up 75% of all schools in the province and mask the problem of overcrowding faced by urban schools.		
<b>B CURRENT INITIATIVES</b>			
<b>Nature of initiative</b>	<b>Implementing agency</b>	<b>School level</b>	<b>Description and Scope of Initiative</b>
Curriculum Development	Education Department/Education Institute/LLCs	All	The Education Institute of the Free State is co-ordinating two aspects of the introduction of the new curriculum <ul style="list-style-type: none"> <li>• the development of learning materials by provincial teachers and other stakeholders of the learning community</li> <li>• training for the implementation of Curriculum 2005</li> </ul>
Preset	Teacher education institutions	All	<i>Inter-College Committee for Academic Standards(INCCAS)</i> This committee has been formed by teacher education institutions in the Free State and Northern Cape in response to <ul style="list-style-type: none"> <li>• the National Teacher Education Audit's comments on a lack of collegiality and interactive professionalism within and across teacher education institutions</li> <li>• the need, in the light of the COTEP documents, to develop new teacher education programmes.</li> </ul> <p>The INCCAS proposals are to allow staff members from the different institutions the opportunity to co-operate and consult on issues like curriculum development, teaching practice, examinations/evaluation and publications.</p>
WSD	NGOs/IDT	All	NGOs provide training in school management and leadership, language, mathematics, science and school governance to the schools.

Language development	Molteno	JP, SP	18-48 hour workshops and 2-3 hour classroom visits for 900 teachers. Classroom kits for 228 teachers. Training workshops for 70 subject advisors, principals and HODs.
	READ	All	READ offers programmes at the pre-school, junior primary, senior primary and secondary phases. In 1997 in Free State READ intends to reach two teacher training colleges, 160 students and 580 teachers.
	SMILE	JP, SP	10 half day workshops and weekly classroom visits for 4 teachers in one school.
Maths, science and technology	PMP	All	<i>Centre-based workshops</i> - three three-day workshops per annum for 90 teachers. <i>School-based workshops</i> - one-day workshops for 90 teachers. <i>Classroom visits</i> - 16 classroom visits per annum for 360 teachers.
	Eskom	Colleges of Education	<i>EMSCEP</i> aims to support colleges of education to become leading centres in pre- and in-service training of mathematics and physical science teachers. One college in Free State is supported.
	RIEP	Secondary	<i>Science-For-The-Future</i> is a support programme for physical science and mathematics teachers in the secondary school phase. The rationale of this project is to support teachers in the secondary school phase to ensure a sound foundation of knowledge in physical science and mathematics.
	CASME	Secondary	<i>Key teacher training</i> provides training of approximately 15-17 key teachers in mathematics, physical science and biology, as well as training and outreach support to other teachers working in the region. The training courses cover curriculum, pedagogy, methodology and materials. The key teachers each provide training to an average of 10 teachers in cluster school groupings. There is also a Resource Centre equipped with alternative curriculum materials and books, science and mathematics kits, assessment materials and tools.
	National Department of Education	All	<i>SYSTEM (Students and Youth into Science, Technology, Engineering and Mathematics)</i> is a redress programme aimed at addressing the low participation in maths, science, technology and engineering and the low numbers of maths and science teachers. The programme aims to increase the number of matric students in maths and science through a <i>Recovery Programme</i> and to increase the number of maths and science teachers through a <i>Teacher Development Programme</i> .



Governance & Management	Canada/Government	All	<p><i>Canada-South Africa Education Management Project</i></p> <p>Training of a group of 24 trainers as agents of educational change. Providing principals in three districts with an orientation to the change process. Improving capacity of selected schools to promote the culture of teaching and learning. Improving the capacity of selected schools to manage school improvement.</p>
	READ	All	<p><i>Governing Bodies Training</i></p> <p>READ runs courses for governing bodies on governance, financial management, conflict management, how to set up governing bodies and strategic planning. In 1997 over four hundred delegates from 27 schools in the Free State have attended courses.</p>
	UOFS Faculty of Education	All	<p><i>Management Development of Education Leaders</i></p> <p>The Faculty has developed an assessment centre for the identification of management training needs and the presentation of practically-orientated management training courses. Projects that have been developed since 1994 to address the above mentioned problem, can be divided into two categories:</p> <ul style="list-style-type: none"> <li>• a user-friendly measuring instrument for the determination of management training needs</li> <li>• a three-phase management development programme.</li> </ul>

## Provincial Audit : Free State

### 1. Introduction

This report attempts to provide an overview of proposed and current teacher education initiatives in the Free State. The report begins with a brief description of the size of the education delivery system in the province and the particular problems faced by the Free State Education Department. The report then the report describes teacher education initiatives under the headings

- Curriculum development
- PRESET
- Whole School Development
- Language development
- Maths, science and technology
- Governance and management

In preparing for this report JET met with

Mr. van Loggerenberg	SATUIFS
Mr W.J. Paulsen	Faculty of Education, UFS
Mr F.Rumboll	Free State Education Institute
Ms A. Mda	L-Map
Mr B. Chakache	L-Map
Ms L. Mohapi	L-Map
Mr C. Barnes	Department of Education
Mr M. Maepe	Thousand Schools Project
Mr Z. Senkhane	Thousand Schools Project
Mr C. Sani	SADTU
Mr Mashimbye	Department of Education
Dr Thoahlane	Department of Education
Mrs Ntoi	Department of Education

The following documents supplemented the information provided in these meetings:

- Free State Thousand Schools Project by Mojalefa Maepe Provincial Co-ordinator, January 1997
- Questionnaires returned by NGOs working in the Free State
- The University of the Orange Free State, Further Diplomas in Education
- Bloemfontein College of Education, Further Training
- The University of the Orange Free State, Faculty of Education, Management Development of Education Leaders
- SYSTEM: turning disadvantage into advantage
- Research Institute for Education Planning, Science-For-The-Future, a support programme for physical science and maths teachers in the senior secondary phase
- Free State Education Department, Education Institute, Inset Action Plan, November 1996 - March 1998

## 2. Background

The Free State Department of Education and Culture inherited schools from five previous departments : those administered by the former tricameral Houses of Assembly (HoA) and Representatives (HoR), the Department of Education and Training, the QwaQwa Department of Education and the Bophuthatswana Department of Education. The province's education system is now divided into twelve regions. There are 3 023 primary and secondary public schools of which 91% are primary schools. For every one secondary school there are ten primary schools. Eighty-nine percent of the primary schools are found in rural areas.

Geographically the province is the third largest in the country and has 7% of the total population. The Free State is one of the less well-off provinces, with a negative annual economic growth rate, high levels of unemployment and 36% of all households living under the minimum living level. Access to services, including education is restricted especially in the rural areas. The predominant language is Sesotho (56%).

In 1994 the pupil enrolment was 744 851 or 6.4% of the national pupil population. 67% of these pupils were in primary schools and 33% in secondary schools. The racial division was as follows: 651 843 (88%) African, 20 307 (3%) Coloured and 72 701 (10%) White. The number of Indian pupils and teachers was negligible.

**Table 1 Pupil Enrolment, 1994**

Population Group	Level of School				Total Enrolment	
	Primary		Secondary			
African	442 301	68%	209 542	32%	651 843	88%
Coloured	15 520	76%	4 787	24%	20 307	3%
Indian	0	0%	0	0%	0	0%
White	43 522	60%	29 179	40%	72 701	10%
Total	501 343	67%	243 508	33%	744 851	100%

In 1994 there were 23 684 teachers - 15 333 (65%) at primary level and 8 351 (35%) at secondary level. The racial division was African 18 851 (80%), Coloured 721 (3%) and White 4 088 (17%). 42% of all educators were classified as un(der) qualified which makes it the province with the third worst teacher qualification profile.

**Table 2 Educators, 1994**

Population Group	Level of School				Total Enrolment	
	Primary		Secondary			
African	12 575	67%	6 276	33%	18 851	80%
Coloured	498	69%	223	31%	721	3%
Indian	13	54%	11	46%	24	0%
White	2 247	55%	1 841	45%	4 088	17%
Total	15 333	65%	8 351	35%	23 684	100%

The national norm for pupil:teacher ratios has been set at 40:1 for primary and 35:1 for secondary schools. The Free State falls well within these norms with a primary ratio of 3:5:1 and a secondary ratio of 29:1. However, small farm schools make up 75% of all schools in the province and they mask the problem of overcrowding faced by urban schools.

The retention rate of African and Coloured pupils in this province is particularly low. For Africans the grade 12 (Std 10) enrolment figure was only 37% of the grade one enrolment and for coloureds the figure was 16%. The repetition rate is particularly high in rural primary schools.

The national matric pass rate in 1996 was 54% . Free State scored below this with a pass rate of 51 % . The number of candidates obtaining a university exemption was 12% which is also below the national average of 15%.

There are eight colleges of education. The Bloemfontein College of Education and the University of Free State offer a wide variety of further training courses.

### 3. Current and proposed teacher development initiatives

#### 3.1 Curriculum development

The Education Institute of the Free State is co-ordinating two aspects of the introduction of the new curriculum

- the development of learning materials by provincial teachers and other stakeholders of the learning community
- training for the implementation of Curriculum 2005.

The Education Institute sees the following bodies as stakeholders in the curriculum development and implementation process: the Education Council, the ELRC, the Culture of Learning, Teaching and Service Task Team, the Free Sate Learning and Teaching

Committee, the ABET Consultative Forum, District Councils, Localised Learning Centres and School Governing Bodies.

A Provincial Learning and Teaching Committee for Curriculum 2005 has been established. Representatives of the seven employer organisations and representatives of the three relevant directorates of the Department of Education namely School Management and Development, Teacher Training Institutions and Special Needs.

The Culture of Learning, Teaching and Service Task Team meets once per month and representatives of the Department of Education and the seven employer organisations sit on the task team.

District Stakeholder Forums are being established in the 12 educational districts of the Free State. Participants make recommendations to the Free State Department of Education through the district managers.

Central to the process will be the establishment of Local Learning Centres (LLCs). Sixty LLCs have been established in towns or townships and 24 at farm schools. The Education Institute envisages the following participants at LLCs: teachers, departmental officials, NGOs, consultants from other governments, community and other learning expertise, government departments such as health, welfare and environment, local business, local industry and teachers' unions.

The Institute of Education has developed a detailed INSET Action Plan which is divided into two stages.

#### Stage 1

The first stage of the Action Plan is aimed at 'fieldworkers/officials of the Education Institute to build their capacity to cascade INSET at LLCs.'

A workshop was held in November 1996 on the implementation of the new national curriculum with stakeholders, departmental officials and fieldworkers. In December 1996 and January and February 1997 workshops on strategic planning, project management and defining measurable objectives towards the implementation of the new Curriculum and the establishment of localised learning centres. A Project Management manual was completed in February 1997.

In subsequent months workshops were held for

- Media Learning Facilitators on the administration, selection and evaluation of information resources
- Technology Learning Facilitators to plan for the implementation of Technology 2005
- Computer Learning Facilitators on measurable objectives

#### Stage 2

Stage 2 of the INSET Action Plan is aimed at teachers at LLCs. Once LLCs have been resourced, LLCs will establish Learning Area Committees, Management Committees and timetables for attendance of INSET workshops. INSET will then be provided on

- the use of computers

- the administration of information resources
- the evaluation and selection of information resources
- the maintenance subjects
- the implementation of Curriculum 2005
  - \* advocacy for OBE
  - \* the content of the of the new learning programmes for grades 1 and 7
  - \* how to write learning support materials for the new national curriculum
  - \* timetabling to accommodate Curriculum 2005
  - \* new assessment methods for OBE

From 1998 the Institute will run workshops for Learning Facilitators to support grades I and 7 teachers.

### 3.2 PRESET

#### Inter-College Committee for Academic Standards(INCCAS)

This committee has been formed by teacher education institutions in the Free State and Northern Cape in response to

- the National Teacher Education Audit's comments on a lack of collegiality and interactive professionalism within and across teacher education institutions
- the need, in the light of the COTEP documents, to develop new teacher education programmes.

The aims and objectives of the INCCAS are:

- \* to control, develop and maintain standards of excellence in the fields of teacher training, assessment of students' academic performance, practice teaching.
- \* to encourage academic staff to research and publish academic papers in order to help and encourage their colleagues to develop.
- \* to encourage staff members to critically review syllabi and educational practices.
- \* to implement change so that courses offered become more relevant to students' needs and interests while maintaining academic standards.
- \* to maintain and improve the standard of evaluation.
- \* to exchange information, knowledge and expertise and also to increase academic, and professional communication amongst tertiary institutions.
- \* to have objective evaluation.
- \* to maintain and develop effective didactic principles in a developing country
- \* to achieve professional integrity, and excellence in academic evaluation.
- \* to provide professionally trained and well-equipped teachers for the profession.
- \* to act in an advisory capacity to the Department of Education.
- \* to achieve self reliant status in respect of academic standards.

The INCCAS proposals are to allow staff members from the different Colleges the opportunity to co-operate and consult on issues like curriculum development, teaching practice, examinations/evaluation and publications.

### 3.3 Whole School Development

#### Thousand Schools Project (TSP)

The Free State TSP has drawn on the services of 10 NGEOs since it started delivering services to 70 schools in July 1995. The names of the NGEOs are provided in the table below:

School Management and Leadership	TOPS, RIEP
Language	READ, OLSET, ELET, MOLTENO, L-MAP
Mathematics	TOPS, RIEP, PMP, CASME
Science	PSP, TOPS, RIEP
School Governance Training	READ, TOPS

The schools which participated in the TSP are from 21 towns in the Free State : Viljoenskroon, Brandfort, Reddersburg, Welkom, Virginia, Thaba Nchu, Ficksburg, Bothaville, Koffiefontein, Harrismith, Wesselsbron, Heilbron, Theunissen, Zastron, Qwaqwa, Bultfontein, Winburg, Smithfield, Wepener, Kroonstad. A list of schools is attached.

### 3.4 Language development

#### Molteno Language In-service Teacher Training

In 1997 Molteno will provide 18 - 48 hour workshops and 2-3 hours of classroom visits per teacher for 900 JP and SP teachers. Classroom kits will be provided to 228 teachers. In addition Training Workshops will be provided for 70 subject advisers, principals and HODS.

#### St Mary's Interactive Learning Experience (SMILE) Classroom Reinforcement and Teacher Training Programme

This course consists of monthly half-day workshops and weekly (32) classroom visits at JP/SP level for four teachers in one school in the Free State.

#### READ Educational Trust

READ offers programmes at the pre-school, junior primary, senior primary and secondary phases. These courses are offered at the teacher training college to lecturers and students and at schools to teachers and principals. READ also provides resources and governing body training and parental education. In 1997 in Free State READ intends to reach two teacher training colleges, 160 students and 580 teachers.

### 3.5 Maths, science and technology

#### Primary Maths Project (PMP)

The following are offered:

- Centre-based workshops : three three-day workshops per annum for 90 teachers
- School-based workshops : one-day workshops for 90 teachers
- Classroom visits: 16 classroom visits per annum for 360 teachers

## Eskom Maths and Science Colleges of Education (EMSCEP)

In 1992 Eskom commissioned leading mathematics and physical science educators to develop a programme in these two subjects for matriculants from disadvantaged schools. The programme was initially based at the Eskom College in Midrand but it was decided to run the programme at teacher training institutions to optimise impact. In October 1995 the EMSCEP was launched. The central objective of the project is to support eight colleges of education to become leading centres in pre-service and in-service training of mathematics and physical science teachers, and reconstructive involvement in nearby schools. In the Free State the Tshiya College of Education in Phuthaditjhaba has participated in the project since October 1996. In 1997 the number of colleges participating in the project will be expanded.

The project has three major components:

- the development and implementation of new pre-service programmes in mathematics and physical science and the teaching of these subjects
- the further professional and academic development of lecturers in maths and science at the participating colleges through workshops with leading academics from universities and formal post-graduate study
- a school impact programme comprising in-service training and classroom-based curriculum development projects driven by colleges in schools in their immediate surrounds.

The physical science and mathematics departments of the participating colleges are supported by two teams of leading educators from various South African universities. The project also contributes to the acquisition of laboratory and computer facilities required by the new curricula. EMSCEP also assists each participant college to set up an Institute for Mathematics and Science Education to undertake research and development in the areas of mathematics and science education; to launch in-service projects for teachers and to engage in development projects in schools. While the project provides financial grants for a period of three years it is expected that the Institutes begin to attract other sources of finance in this period.

### Research in Education and Planning(RIEP)

Science-for-The-Future is a support programme for physical science and mathematics teachers in the secondary school phase. The rationale of this project will be to support teachers in the secondary school phase to ensure a sound foundation of knowledge in physical science and mathematics.

The objectives of the project will be

- \* to increase the teaching skills of teachers
- \* train teachers in the experimental teaching method in science
- \* ensure a good standard of teaching and evaluation
- \* improve and renew the teaching methods of teachers.

The Research Institute for Education Planning was also involved in a support programme for General Science and Mathematics teachers in 23 secondary schools in the Free State



during 1996. Three of these schools were in suburban areas and the rest in rural areas. The programme consisted of three workshops which emphasised teaching methods and subject content. After each workshop there were follow-up visits to each of the schools to monitor implementation of teaching methods and to address problems.

RIEP has developed a set of worksheets for the experiments prescribed by the Education Department which were discussed with teachers at the workshops. A set of standardised tests for Physical Science and Mathematics has also been developed. During follow-up visits teachers were furnished with a set for each student for use in the teaching situation.

The Science-For-The-Future programme is currently implemented in three regions.

1. The pilot project in Sebokeng resulted in a full scale programme involving 29 Std 8-10 teachers for senior secondary Physical Science and Mathematics.
2. The programme is implemented in Mangaung, in Bloemfontein. Thirty-five senior secondary Mathematics and Physical Science teachers of fifteen secondary schools attend the workshops.
3. The programme is also presented in Botshabelo. Teachers of sixteen secondary schools in the area participate in the programme.

The programme consists of three 2-day workshops which are presented at the beginning of each of the first, second and third terms. The teachers are furnished with copies of the study materials and worksheets developed and adapted for the needs of the specific community which the teachers can use in their teaching during the term.

The programme runs over a period of three years and is implemented in three phases. The first year will concentrate on the junior secondary phase, the second year will concentrate on the senior secondary phase and follow-up in the junior secondary phase, the third year will be follow-up and distribution of study material, worksheets and tests for both phases. It is envisaged that the schools where RIEP delivers the Science-For-The-Future programme, will become centres of excellence and that other schools in their vicinity can also benefit from the programme.

#### CASME

Key teacher training provides training of approximately 15-17 key teachers in mathematics, physical science and biology, as well as training and outreach support to other teachers working in the region. The training courses cover curriculum, pedagogy, methodology and materials. The key teachers each provide training to an average of 10 teachers in cluster school groupings. There is also a Resource Centre equipped with alternative curriculum materials and books, science and mathematics kits, assessment materials and tools.

#### SYSTEM (Students and Youth into Science, Technology, Engineering and Mathematics)

SYSTEM is a redress programme aimed at addressing the low participation in maths, science, technology and engineering and the low numbers of maths and science teachers.

The programme aims to increase the number of matric students in maths and science through a Recovery Programme and to increase the number of maths and science teachers through a Teacher Development Programme.

#### Recovery Programme

This SYSTEM programme is aimed at students who have already written matric exams in maths and science and have passed three exam subjects other than maths and physical science. The Programme consists of: physics, chemistry, mathematics, technology, communications, life science and earth science. All subjects will be taken by recovery students. Students will write an exam at the end of the recovery year and successful candidates will receive a System Certificate. This certificate together with the subjects passed for matric will be equivalent to a matric exemption and they can proceed to tertiary education. A proportion of the best students will be given full sponsorship to follow a Secondary Education Diploma at colleges of education.

#### The Teacher Education Programme

The first workshop of the SYSTEM National Task Team established a Teacher Education Working Group to develop the framework for a new diploma. The framework document was presented for consideration to the National Directorate of Teacher Education and COTEP, Colleges of Education, universities, teacher and student organisations and service providers.

The draft four year diploma aims to produce teachers

- with a sound base in knowledge, skills, values and attitudes to perform competently and confidently in the worlds of science, maths, engineering and technology
- who are effective in facilitating education in mathematics, science and technology in order to establish and maintain a culture of teaching and learning
- who are empowered to exert influence so as to break the cycle of mediocrity in science, mathematics and technology education in the ever changing environment
- who see themselves as lifelong learners

Important aspects of the diploma will include internship, mentoring, human and materials development; monitoring and research.

In the pilot phase only students with the SYSTEM certificate from the recovery programme will be admitted to the diploma. Ideally the best 25% from the SYSTEM recovery programme will be students from the diploma in education.

SYSTEM students have been enrolled in the recovery programme at the Tshiya College of Education in the Free State.

### 3.6 Governance and Management

#### Canada-South Africa Education Management Project

This project will work initially in three pilot districts. The eight-month programme has four major objectives:

- selection and training of a group of 24 trainers as agents of educational change

- providing all principals in the three districts with an orientation to the change process
- improving the capacity of selected schools to promote the culture of teaching and learning
- improving the capacity of selected schools to manage school improvement

#### Phase 1

Introduces participants (principals, circuit and district managers) to the process of educational change through a series of one-day workshops. Also development of the trainers/participants in facilitation and presentation skills, coaching and material development. The Executive Trainers Committee which will coordinate, monitor and evaluate the training programme will be established.

#### Phase 2

Trainers working in pairs present the Change Process Workshop to all remaining principals in the three pilot districts.

#### Phase 3

16 small school teams of six educators including the principal explore ways to improve the teaching and learning climate in their schools in a series of two-day workshops. Training modules include vision-building, shared decision-making, communications and teamwork and developing action plans to promote a culture of teaching and learning.

#### Phase 4

Pairs of trainers present the Workshop Promoting a Culture of Teaching and Learning three times to an additional 24 school teams in the pilot districts. This will cover all interested schools in the three districts. Over a period of three months these teams work under the guidance of their trainers to implement their action plans to improve the climate for teaching and learning. Trainers also provide support to the 16 schools from Phase 3, and are themselves supported through additional reading, fax communication with consultants and regular meetings of the ETC.

#### Phase 5

Initially involves those schools which have successfully prepared a eliminate for school-wide improvement in teaching and learning. Trainers receive workshops to help staff to do school assessment, set goals and develop action plans.

#### Phase 6

Building on experience with the first group of schools, pairs of trainers will present school improvement - the process and related skills - to more schools and support their school improvement projects.

#### READ Educational Trust

##### Governing Bodies Training

READ runs courses :for governing bodies on governance, financial management, conflict management, how to set up governing bodies and strategic planning. In 1997 over four hundred delegates from 27 schools in the Free State have attended courses.

#### UOFS Faculty of Education

##### Management Development of Education Leaders

The Faculty has developed an assessment centre, ACEL, (Assessment Centre for Education Leaders), for the identification of management training needs and the presentation of practically-orientated management training courses.

Projects that have been developed since 1994 to address the above mentioned problem, can be divided into two categories:

- \* a user-friendly measuring instrument for the determination of management training needs
- \* a three-phase management development programme.

The programme was presented in 1996 in conjunction with the sponsor, Independent Development Trust, which financed it fully. The school principals and heads of department of 27 rural primary and secondary schools (a total of 108 education leaders), completed the programme.

The training programme programme required participants to undergo intensive assessment and training for four days..

The programme was presented in the following phases:

Phase 1: Assessment plus initial management training.

Phase 2: Practically-orientated management training, making extensive use of case studies and simulations.

Phase 3: Phases 1 and 2 are supplemented by site-based guidance and assistance to education leaders at their schools.

# REPORT ON THE PEI WORKSHOP IN THE FREE STATE

Prepared by Mashwahle Diphofa

Joint Education Trust

## Introduction

On the 27 May 1997 a President's Education Initiative (PEI) workshop was held at the Southern African Union Conference Centre in the Free State. The workshop was organised jointly by the Free State Department of Education (DoE) and the Joint Education Trust (JET) and was attended by 24 people from local colleges of education, universities, teacher organisations and the Department of Education (attendance register appended).

The purpose of the workshop was to:

- retake a presentation on the PEI to a range of provincial stakeholders
- discuss a draft audit report on teacher development and support (TDS) activities in the Free State
- identify provincial TDS priorities to be addressed through the PEI; and
- produce a plan of action leading to the finalisation of provincial funding proposals based on the above priorities

The workshop was officially opened by Dr T Thoahlane of the DoE. Among other things, Dr Thoahlane indicated that the reskilling of educators was important in order for the country to compete favourably at an international level. It was thus commendable that educator development and support was at the heart of the PEI. He further indicated that a number of initiatives were already underway in this regard. For instance, the Students and Youth into Technology, Engineering and Mathematics (SYSTEM) project has been initiated to provide, among other things training for teachers in science, mathematics and technology. He however emphasised the need for all these efforts to cohere and to be embedded in a solid foundation. To this end, the work of the National Committee on Further Education was worth noting. The Committee was established to investigate and provide advice on the restructuring of all aspects of the Further Education and Training sector. Dr Thoahlane went on to provide an update on the work of the Committee, indicating that a report was due for submission to the Minister of Education in July.

## The PEI: A Background

Mr Diphofa provided a detailed background on the PEI. The project was initiated in 1996 when President Mandela requested the international community to provide assistance to South Africa in terms of school quality improvement initiatives. The specific focus of the project is on:

- the upgrading and reskilling of serving teachers in science, mathematics and technology; and

- the improvement of the quality of education in schools, including the improvement of teaching in large classes, in multi-grade classes in small farm schools, and in a multi-lingual environment

About 18 international donors expressed an interest in the project and it is within this context that the national DoE appointed JET to:

- consult with the above donors to better understand their funding priorities and mechanisms
- conduct an audit of educator development and support initiatives in each province
- assess the level of management capacity available in the provinces
- conduct a planning session in each province to develop an action plan for educator development and support
- use the action plans, to develop sound implementable programme plans for submission to the donors
- collate and analyse research information to provide possible INSET directions regarding teaching in large classes, in multi-grade classes and in a multi-lingual environment.

After Mr Diphofa's presentation a number of questions were asked and these largely sought clarity on the different: areas of educator support that would be supported through the PEI. Participants were then taken through the draft PEI audit report for the Free State. A number of existing as well as planned projects were identified as missing from the report and participants agreed on a process of making this information available to JET.

## PRIORITIES

The following were identified by participants as priorities on which the PEI should focus in the Free State

### 1. Reskilling of teachers in

#### 1.1 Outcomes Based Education (both qualified and un(under) qualified).

A number of initiatives are currently in existence and the main challenge is to coordinate them effectively and to determine their funding needs. For instance, the following DoE Directorates have already have plans: Colleges, Formal education, Special needs and the Institute of Education.

#### 1.2 Upgrading of qualifications (Certification)

Colleges of Education in collaboration with other providers could offer upgrading programmes. These should be credit-bearing courses and should be conducted either over week-ends or holidays to obviate the need for substitute teachers in schools. Funding would mainly be required for materials, transport, equipment and professional fees. For some of the colleges, however, funding would also be required for buildings. It is understood that whilst buildings are not a major focus of the PEI, this need will anyway be highlighted in case some of the donors are interested.

### 1.3 Science Maths Technology.

This will require appropriate partnerships between NGOs Universities and Colleges. PEI intervention in this area should also take cognisance of existing programmes and structures such as SYSTEM, EMSCEP and the envisaged Localised Learning Centres (LLCs).

### 1.4 Multi-lingual, multi-cultural, multi- grade

This area was seen as an urgent priority in the province. For example, the draft audit report notes that small farm schools make up approximately 75% of all schools in the province and by and large , teachers in these schools deal with multigrade, multi-age classes. This makes it particularly necessary to provide support to the teachers. However., support should include other teachers as well and should encapsulate the other "multis" (i.e, multi-lingual teaching, multi-cultural teaching, etc)

### 1.5 Educational Leadership

This should include components such as:

- change management
- stress management
- conflict management
- motivation
- school management, governance, organisation and administration.

## 2. PRESET

There is a general lack of activity in the area Technology at Pre-service level. In particular, there aren't enough programmes, materials, and equipment (e.g media/resource centres at colleges for Research and Development). Alternative ways of addressing this need should be explored

## 3.Establishment of a PEI Steering Committee

It was felt that at a governance/management level there needs to be a Steering Committee to take: charge of overall planning, monitoring and evaluation and to oversee implementation. To take the above process forward in terms of preparing funding proposals based on the priorities identified, a small working group (WG) was established. The WG comprises:

Prof J Strauss (RIEP)

Mr W Mokuena (DoE)

Mr Heydenrych (Kagiso College)

and any other person the Group perceives necessary to co-opt.





## ATTENDANCE REGISTER

NAME	INSTITUTION
Mrs Kenny Boshego	JET
Mr Mashwahle Diphofa	JET
E.L.P. Stals	Tshiya College
J.M. Santho	Sefikeng COED
O.S. Kubheka	Bonamelo COED
A. Mocke	Sauvse (Rosenhof School
Mr. M. Van Rooyen	Thaba Nchu College of Education
S. Odendaal	Kagisanong College of Education
R. Venter	Bloemfontein College of Education
L. Jacobs	Bloemfontein College of Education
A.B. Heydenrych	Kagisanong C.O.E.
Prof. J. P. Strauss	Riep, UFS BFN
Dr. C.R. Dennis	Riep, UFS BFN
S.G. Weeto	Tshiya College of Education
L.K. Mazabane	Tshiya College of Education
A.L. Maseti	Tshiya College of Education
L.I. Masoeu	Lere-la-tshepe Co-Ed
T.B. Simelane	Lere-la-tshepe Co-Ed
J.M. Mhlahlo	Lere-la-tshepe Co-Ed
Ms. D. Jones	Department of Education
Mr. W. Mokuena	Department of Education
Dr. T. Thoahlane	Department of Education
Mrs. S.C. Moja	Department of Education
Mr De Lange (H)	Tshiya Co.Ed
Mr Zephonia Malebo	SADTU - Free State

**PRESIDENT'S EDUCATION INITIATIVE  
PROPOSALS FOR THE FREE STATE**

Prepared by Professor J P Strauss (RIEP)

# PRESIDENT'S EDUCATION INITIATIVE PROPOSALS FOR THE FREE STATE

## INITIATIVE 1

### MULTI-GRADE / MULTI-AGE INITIATIVE FOR FARM SCHOOLS

#### Background and Necessity of the Initiative

Farm schools play an important role in the education of rural people. In 1996 farm schools in the Free State comprised 75 % of all primary schools. However, the staff numbers at these schools ranged from 1 to 4. The situation has not altered. Therefore, these teachers have to teach learners in different grades in the same class. Apart from this multi-grade set-up, there are learners of different ages in a specific grade. It is difficult for these learners to attend urban schools due to the lack of transport and boarding facilities. It is therefore necessary that teachers be equipped to handle these problems.

#### Goal and objectives

The goal of this initiative is to give the educators of farm schools the opportunity to update their teaching skills as some of them are teaching in isolation. This updating must also ensure that the education of farm schools is not inferior to that of urban schools that are in regular contact with better qualified educators. The objective is to equip the educators with the necessary skills and resources to handle multi-grade and multi-age classes.

#### Programme

To establish resource centres at selected schools so that other schools in the vicinity can get assistance from these centres. Officials of the Department of Education will do the selection of these schools as this initiative is already in the planning phase.

These selected schools will not only have the resource centre for their own exclusive use. They will share the resources with neighbouring schools.

To serve the more than 1 600 farm schools at least 80 centres should be equipped with resources and local educators (mentors) trained to disseminate information to other educators.

#### Budget

Travelling and accommodation	R300 000
Teaching material and duplication	R444 000
Administration costs	<u>R 43 200</u>
TOTAL	8787 200 Implementation

The implementation of this initiative can take place over 2 to 3 years.

Possible agents: NGOs and Teacher Training Colleges

#### Assessment of the programme

Follow-up visits by education officials. Report back by the centres on the frequency of use.

## Introduction

Mathematics and Natural Sciences are two of the eight learning areas in Curriculum 2005. It is therefore essential that these learning areas should be put on a sound foundation and the initiative should take notice of this paradigm shift in teaching. This initiative can be implemented by means of three different programmes.

## Background and necessity of the Initiative

The current situation in the teaching of Maths and Science in the Free State necessitates action to be taken to break a vicious circle of poor results in the final examinations. These poor results lead to students entering the teaching profession ill-equipped to study Maths and Science and to hence become poor educators of the subjects. The following gives a profile of Maths and Science teaching in the Free State:

- In the Junior Secondary School Phase (Grades 8 and 9), there are approximately 340 schools offering Maths and Science. In the Senior Secondary Phase (Grades 10-12), there is a descending number of schools offering Maths and Science. In the mentioned grades there are respectively 205, 185 and 178 schools offering Maths and 170, 162 and 154 schools offering Science.
- In Grade ten, 58% of the learners took Maths as a subject, in Grade eleven only 46% and in Grade twelve 45%. The respective percentage for Physical Science in the different grades are 28%, 26% and 21%.
- The qualifications of the educators also create concern. Out of the 1164 educators teaching Maths in 1995 in the Free State, 50% were subject qualified and 44% of 975 educators teaching Science were subject qualified.
- Thirty percent of Maths educators have less than 2 years teaching experience and a qualification less or equal to category C (3 years training) while an additional 9% have also less than 2 years experience and a higher qualification.
- Thirty six percent of the educators teaching Physical Science (Grades 10-12) have 2 years or less experience and 3 years or less training, while an additional 12% have a higher qualification but the same experience. The percentage for educators teaching General Science (Grades 8-9) is approximately the same. From the above it is clear that poorly qualified and inexperienced educators are teaching.
- The pass rate in Maths in the matric examination of 1995 was 38% and in Physical Science 48% in all the grades. This means that only 17% of all the Grade twelve learners in the Free State passed matric Maths and 10% passed Physical Science. As a result many students studying Maths and Science at Teacher Colleges, Technikons and Universities experience problems.

Against this background the following three initiatives are proposed:

- Inservice training of secondary maths and science educators
- Bursaries for further education in maths and science
- Training of lecturers of maths and science at teacher training colleges

INITIATIVE 2.149  
IN-SERVICE TRAINING OF SECONDARY MATHS AND SCIENCE EDUCATORS

### Aims and objectives of the initiative

The aim of this project will be to support teachers to ensure that a sound foundation of knowledge is established in order to improve examination results and the pass rate in Physical Science and Mathematics. Teachers will be trained:

1. To master the experimental teaching method for science and maths
2. To become acquainted with outcomes-based education (OBE)
3. To teach new subject knowledge and new approaches to implement OBE.

### Implementation

The initiative will be implemented in stages. During the 1<sup>st</sup> year Grades 8 and 9 educators will be included in the programme. Grades 10, 11 and 12 educators will be included in the 2<sup>nd</sup> and 3<sup>rd</sup> years respectively.

### Programme

The programme will consist of three 2 day workshops during the 1<sup>st</sup>, 2<sup>nd</sup> and the 3<sup>rd</sup> terms, conducted in different centres all over the province according to the different education districts. The content of the programme will include mastering of subject knowledge, subject didactics and methodology, especially on new approaches.

This programme has already been implemented in a limited number of urban schools due to limited financial resources. During the Thousand Schools Project in 1996, the programme was also successfully implemented in 27 rural schools.

### Budget

The costs will include travelling costs, printing of teaching material, chemicals and professional fees of the presenters and administrative costs. The cost per school will be approximately R15 000 for both subjects depending on the distances travelled.

Years for implementation	1998	1999	2000
	R	R	R
Professional fees for conducting workshops and follow-up	1 887 000	1 137 750	987 900
Administrative assistance	183 600	110 700	96 120
Duplication costs	1 275 000	768 750	667 500
Chemicals and apparatus	357 000	215 250	186 900
Accommodation and travelling	1275000	768 750	667 500
Computer time	122 400	73 800	64 080
TOTAL	R 5 100 000	R 3 075 000	R 2 670 000

### Expected results

This will have: a direct impact on the class situation and will hopefully contribute to the improvement of exam results.

### Assessment of the initiative

Report back by the teachers on their evaluation of learners to the implementing agency and follow-up visits by subjects advisors to see whether the work done in the workshops is implemented in the classroom can be a way of assessment of the initiative.

Possible agents : RIEP, CASME, other NGOs and Faculties of Education.

INITIATIVE 150.2  
BURSARIES FOR FURTHER EDUCATION IN MATHS AND SCIENCE

Aim of the initiative

The aim of the initiative is to improve the qualifications of the practising educators and promising students who have completed their final year of training.

Programme

In a concerted effort by the different Faculties of Education of the universities in the Free State three further diplomas were developed and implemented by the different institutions, namely a Further Diploma in Maths education, a Further Diploma in Physical Science Education and a Further diploma in Biology Education. These accredited diplomas are all part-time over 2 years with contact sessions during the holidays and distance education during the terms.

Promising students who have completed or will complete their training in the mentioned subjects can do a further year of training and will do also practice teaching under the supervision of the lecturers who present the further diplomas and in collaboration with nearby schools.

Budget

The costs for practising teachers will be at least R5 000 per teacher which include registration fees, study material and travelling. A fund, which can provide for 60 students would be the ideal - a total of R300 000. The costs for 20-30 students per year will range from R160 000 to R240 000, which include registration and accommodation for one year.

Assessment of the initiative

The results of the exams can serve as an assessment tool.

INITIATIVE 2.3  
TRAINING OF LECTURERS OF MATHS AND SCIENCE AT TEACHER TRAINING COLLEGES

Background and necessity

Most of the educators in the province received their training at Teachers Training Colleges. The results in the exams in Maths and Science at these colleges leave much to be desired.

Aim of the initiative

The aim is to improve the pre-service training of Maths and Science educators and to assist the lecturers in the training of students in Maths and Science education.

Programme

Lecturers at Teachers Training Colleges are often isolated and have only the prescribed curriculum to implement. In the new dispensation where there will be a closer link between universities and TTC, it will be necessary to expose lecturers at TTC to new developments in teacher training.

The programme will consist of the implementation the outcomes-based education approach in the subjects and will involve 3 to 4 workshops (of 2 days) during the year.

Budget (per year)	
Professional fees for conducting workshops and follow-up	R 36 000
Administrative assistance	3000
Duplication costs	16 500
Chemicals and apparatus	5 700
Accommodation and travelling	25 500
Computer time	<u>2 160</u>
TOTAL	R 88 860

Total costs for full implementation of the programme will be R267 480. Possible agents: RIEP, Faculties of Education, NGOs

### INITIATIVE 3 PROFESSIONAL DEVELOPMENT OF EDUCATORS FOR CURRICULUM 2005

#### Background and necessity of the initiative

A number of multi-lingual and multi-cultural schools already exist in the Free State Topics in Curriculum 2005 also refer to multi-cultural issues to be implemented through outcomes-based education. The need therefore exists not only to implement a multi-cultural and multi-language approach but also for teachers to become acquainted with the OBE.

#### Goal and objective of the initiative

The overall goal is to prepare the teachers especially in the Primary School Phase to teach in a multi-cultural class with an outcomes-based approach.

#### Programme

The programme must include:

- the background on OBE
- implementation of OBE in the classroom and in a multi-cultural class,
- handling of multi-lingual and large classes
- the handling of the paradigm shift and the consequences thereof, e.g. stress

The implementation of the programme will be done in phases. In the orientation phase, agents will be nominated to handle the initial training of a core of teachers who will be responsible for the further implementation of the programme. During the first year only Grade I and Grade 7 teachers will be the target group.

#### Expected outcomes

The successful implementation of OBE

Budget	
Professional fees for conducting workshop and follow-up	R 160 000
Administrative assistance	16 000
Duplication costs	68000
Apparatus	24 000
Accommodation and travelling	112000
Computer time	<u>6000</u>
TOTAL	R 386 000

Possible agents: Colleges of education, DE, NGOs

## INITIATIVE 4

### DEVELOPMENT OF TECHNOLOGY

#### Background and necessity of initiative

Technology is not only a high priority in education, but is also a means to create jobs. The current school system caters more for the academic development of learners, technical and technological development is often neglected.

Although some infrastructure is in place, there is a general lack of activity in Technology at the Pre-service level due to the lack of enough programmes, materials and equipment. It is necessary to start training people in Technology.

#### Aims and objectives of the programme

The aim of the programme is to create the opportunity for learners to become entrepreneurs in the technological field.

The objectives are to introduce learners into the field of technology and enable them to be employed.

#### Implementation of the programme

Infrastructures already exist and skilled persons are available at Teacher Training Colleges and Faculties of Education in the Free State. One or two centres (depending on their geographical) will be equipped with the necessary resources to introduce Technology. In the initial stages a limited number of learners will be admitted to the programme as this is a totally new field.

#### Budget

Depending on the number of new entries into the programme, the costs of equipment can range from R500 000 to R800 000 for the first year of implementation.

Possible agents: Colleges of Education, Faculties of Education, NGOs



INITIATIVE 5  
EDUCATIONAL LEADERSHIP AND MANAGEMENT DEVELOPMENT

### Introduction

Leadership and management in any organisation form a cornerstone towards achieving goals.

### Background and necessity of the initiative

According to a document by Edusource (97/01) only 34% of all the principals in the Free State are suitably qualified. This situation results in poor school management. Some of the problems are:

- no proper school time table
- overcrowded classes as a result of the poor time table
- absenteeism of teachers
- poor exam results as a consequence

### Goal and objectives of the initiative

The goal of this initiative is to train principals as educational leaders and managers.

Continuous development of people in leadership positions form part of the total scope of education. In order to support and direct the educators in their task, it is necessary to embark on a developmental programme for principals and other educators in leadership roles.

### Programmes

Development and assessment programmes are in place in which educational leaders can be trained and their performance evaluated in two phases.

#### Programme 1 (12 participants per workshop)

This programme consist of an intensive assessment of the needs / shortcomings of the principals during a two-day workshop. In the Assessment Centre for Educational leaders (ACELE), the performance of the principals who attend the workshop in programme 1 will be addressed.

Secondly, the principals who attend the workshop in programme 1 will be trained. Attendance of an assessment session is not a prerequisite. Specific topics in management that can be handled during this workshop can be identified beforehand by the participants.

The content of the training programme of programme 2 will include the following topics: leadership role, management tasks, including managing the curriculum, communication skills, decision-making, staff management and development, planning tasks of the principals, financial management, agent for change and support role of the educational leader especially to advance the culture of learning and teaching.

### Budget (per year)

#### Programme 1 (20 workshops - 12 participants per workshop)

Travelling and accommodation	R 72 000
Professional fees	R 360 000
Administration costs	R 24 000
Copying of material	R 24 000
Computer and other equipment costs	<u>R 24 000</u>
TOTAL	R 504 000

Programme 2 (20 workshops - 35 participants per workshop)

Travelling and accommodation	R 210 000
Professional fees	R 315 000
Administration costs	R 35 000
Copying of material	R 70 000
Computer and other equipment costs	<u>R 20 000</u>
TOTAL	<u>R 650 000</u>

Over a three-year period the majority of the principals can undergo the training.

Total cost for a three-year implementation

Programme 1	R 1 512 000
Programme 2	R 1 950 000

Outcomes of the programmes

The identified shortcomings of the principals can be rectified by further training and by self-study by means of a compiled list of literature.

Ultimately it can be possible to become a competent educational leader and improve the management of his school efficiently.

Possible agents: RIEP, NGOs

Budget

Travelling and accommodation	R 300 000
Teaching material and duplication	R 412 800
Professional fees	R 444 000
Administration costs	<u>R 43 000</u>
TOTAL	R1 199 800

Implementation

The implementation of this initiative can take place over 2 to 3 years.

Possible agents: NGOs, Teacher Training Colleges

Assessment of the programme:

Follow-up visits by education officials. Report back by the centres on the frequency of use.

## PRESIDENT'S EDUCATION INITIATIVE : KWAZULU NATAL AUDIT

<b>A PRESENT SITUATION</b>	<p>17 teacher training colleges, 4 809 schools, 2,5 million pupils, 70 000 educators, 41% of educators un- or underqualified.</p> <p>A large number of districts have T:P ratios higher than 46:1. Repetition rates are 16-19% in parts of KwaZulu compared to less than 12% in Durban. Secondary school enrolment is low and the province have the highest number of children who are out of school of any province.</p> <p>8 regions under 8 Chief Directors, 40 district offices.</p>		
<b>B CURRENT INITIATIVES</b>  Nature of initiative Curriculum Development   Preset  WSD	<b>Implementing agency</b>  Teacher organisations  CCD  CCD  Department  CIE MEDU	<b>School level</b>  All  JP, SP  All  All  All All	<b>Description and Scope of Initiative</b>  KNOTE holds meetings for all its teacher education members. The focus of the meetings in 1997 is OBE and the new curriculum. APEK has also run a number of workshops to prepare its members for the new curriculum.  OB Cross curriculum methodology for primary teachers, a 10-16 day school based programme for ten schools.  Reception Year Teacher Training Programme - 25 days workshops and classroom intervention for 60 teachers.  The number of students admitted at the fourteen pre-set colleges. There are plans to use the colleges for other training purposes.  Workshops for 16 schools and follow up workshops and meetings with School Development teams at 14 schools.  MEDU is developing a handbook for teachers which assists schools with organisation and management.

KwaZulu/Natal Audit continued..

Language development	ELET	All	<i>Teacher Support</i> - year-long courses held at the ELET centre for 135 teachers. Courses held outside the centre combined with distance tuition for 92 teachers. Courses held at the centre with distance tuition for 25 teachers.
	Molteno	Primary	<i>Language In-service Teacher Training</i> - 18-48 hour workshops and 2-3 hours of classroom visits per annum per teacher for 800 JP and SP teachers. Provision of classroom kits to 673 teachers. Training workshops for 5 subject advisers, principals and HODs.
	SSERP	Secondary	<i>Secondary Schools English Research Project</i> - one day workshops for secondary teachers.
	SMILE	JP, SP	<i>St Mary's Interactive Learning Experience Classroom Reinforcement and Teacher Training Programme</i> - monthly half day workshops and weekly (32) classroom visits at JP/SP level for 153 teachers in 41 schools.
	READ Educational Trust	All	READ offers programmes at the pre-school, JP, SP and Secondary phases. These courses are offered at the teacher training college to lecturers and students and at schools to teachers and principals. READ also provides resources and governing body training and parental education. In 1997 the province and READ intends to reach 15 teacher training colleges, 3 000 students, 850 teachers and 80 principals.
Maths, science and technology	ORT-STEP	All	<i>INSET FDE</i> - University accredited two-year part-time course. The Course consists of 480-600 contact hours of which the technology component is 240-300 contact hours. Currently 20 teachers in KZN are accommodated but this new branch has the capacity to train 120 teachers.
	RADMASTE CAPME	JP	JP maths 15 day residential workshop, fieldwork for candidates for 10 teachers.
	Toyota Teach	All	Two one-day workshops plus three class visits per week in 36 schools.

KwaZulu/Natal Audit continued...

	SEP	Secondary	<i>Science Education Project, Lead Teacher Training - 10 one-day workshops and five on-site follow up visits for 46 teachers.</i>
	Eskom	Colleges of Education	<i>Eskom Maths and Science Colleges of Education (EMSCEP) - To support 8 colleges of education to become leading centres in pre- and in-service training of mathematics and physical science teachers, and reconstructive involvement in nearby schools.</i>
	Primary Maths Teacher Support	Primary	One-day workshops and two classroom visits each month for 200 teachers in 50 schools.
	CASME	Secondary	Various short and long courses for teachers of maths, science and biology

KwaZulu/Natal Audit continued...

Governance & Management	READ Education Trust	All	<i>Governing Bodies Training</i> - READ runs courses for governing bodies on governance, financial management, conflict management, how to set up governing bodies and strategic planning. In 1997 over 130 delegates from schools in KwaZulu/Natal have attended courses.
	KZNDEC	All	A Schools Governance training Unit has been established to train all stakeholders in governance issues. The Unit has produced a booklet which provides guidelines on conducting of the election of school governing bodies.
Life skills	Novalis Institute	JP, SP, JS	<i>Teacher Enrichment</i> - for JP, SP, JS schools, 16 hour module for 210 teachers (6 workshops run).
	Optima College South African National Council for the Blind	All	Five 5-day workshops and four school visits to each of the schools - 10 teachers in two schools in KZN.

## Provincial Audit: KwaZulu Natal

### 1. Introduction

This report attempts to provide an overview of proposed and current teacher education initiatives in KwaZulu Natal. The report begins with a brief description of the size of the education delivery system in the province and the particular problems faced by the KwaZulu Natal Department of Education and Culture (DEC). The background section includes an overview of the structure of the DEC. The report then provides an outline of the Department's policy and planning documents particularly as they relate to teacher education and development. Finally, the report describes teacher education initiatives under the headings

- Curriculum development
- PRESET
- Whole School Development
- Language development
- Maths, science and technology
- Governance and management

In preparing for this report JET met with

Mr S. Nadasen	DOE Special Education Specialist
Ms A. Cele	DOE Special Education Specialist School Management
Dr P. Reddy	Rector Springfield College
Dr S. Mbokazi	DOE Director Teacher Education
Mr B. Jarvis	Acting Rector Edgewood College
Ms N. Ntuli	Rector Umlazi College
Mr T. Dachs	Consultant
Mr A. China	KNOTE
Ms C. Robinson-Thurlow	ECD
Ms J. Edwards	Acting Rector Natal College of Education

The following documents supplemented the information provided in these meetings:  
KwaZulu Natal Department of Education and Culture, Strategic Plan

Various NGO reports

Proposal for the effective utilisation of funding for INSET by KZNDEC Distance Education Colleges, May 1997.

A snapshot of basic education in KwaZulu-Natal, 1997.

General Governance, Administrative Support and Curriculum Development, KwaZulu Natal, May 1997.

KNOTE (KwaZulu Natal Organisation of Teacher Educators), third annual meeting agenda, May 1997.

Springfield College of Education, description of courses offered. May 1997.

Resources at INSET colleges of Education at April 1997.

KwaZulu Natal Department of Education and Culture Schools Governance Training Unit, Phase 2, Documentation and forms pertaining to the conducting of the election of a schools governing body, May 1997.

## 2. Background

Before April 1996, there were five departments of education in KwaZulu Natal : those administered by the former tricameral Houses of Assembly (HoA), Delegates (HOD) and Representatives (HoR), the Department of Education and Training and the KwaZulu Department of Education. These five departments were amalgamated under the Schools Education Bill into one department and eight regions were set up in Port Shepstone, Pietermaritzburg, Durban South, Durban North, Ulundi, Empangeni and Ladysmith. A Chief Director heads each region. Within the regions there are a total of 40 district offices.

In KwaZulu Natal there are more than 2,5 million pupils, taught by 70 000 teachers and attending 4 809 schools. The province has the highest number of teachers and the second highest number of pupils in the country. Based on 1991 data, the Eastern Cape and KwaZulu Natal are the poorest and most educationally disadvantaged areas in South Africa. Twenty-one per cent of South Africa's poor live in KwaZulu Natal (Key Indicators of Poverty in South Africa, 1996).

KwaZulu Natal has the largest number of inhabitants of all the provinces, 8 761 000, which is 21% of the total population. There is a relatively high population density (93 people per square kilometre) particularly around Durban, Pietermaritzburg and Newcastle as well as in most areas of former KwaZulu. Fifty-three percent of the population are functionally urbanized which is fairly low and means that urban areas are likely to grow rapidly. It is the province with the largest number of people living in poverty, with low per capita incomes, high levels of unemployment and 40% of all households living below the minimum living level. There are striking levels of inequality in the province in all spheres. The predominant language is isiZulu (79%).

In 1994 the pupil enrolment was 2 408 148 or 21% of the national pupil population. 71% of these pupils were in primary schools and 29% in secondary schools. The racial division was as follows: 2 027 957 (84%) African, 33 599 (1%) Coloured. 228 430 (9%) Indian and 118 162 (5%) white.



**Table 1 Pupil enrolment, 1994**

Population group	Level of school				Total enrolment	
	Primary	%	Secondary	%	Total	% of total
African	1 469 911	72	558 046	28	2 027 957	84
Coloured	22 837	68	10 762	32	33 599	1
Indian	145 892	64	82 538	36	228 430	9
White	72 635	61	45 527	39	118 162	5
Total	1 711 275	71	696 873	29	2 408 148	100

In 1994 there were 68 356 teachers, 64% were teaching at primary level and 36% at secondary level. The racial division was African 50 863 (74%), coloured 1 423 (2%), Indian 10 706 (16%) and white 5 364 (8%). 18% of the teachers were unqualified and 23% were underqualified.

**Table 2 Educator, 1994**

Population group	Level of school				Total enrolment	
	Primary	%	Secondary	%	Total	% of total
African	33 961	67	16 902	33	50 863	74
Coloured	838	59	585	41	1 423	2
Indian	5 749	54	4 957	46	10 706	16
White	2 965	55	2 399	45	5 364	8
Total	43 513	64	24 843	36	68 356	100

The national norm for pupil:teacher ratios has been set at 40:1 for primary and 35:1 for secondary schools. For KwaZulu Natal the primary ratio is 39:1 and the secondary ratio is 28:1. These figures mask huge inequities in the system. There are a large number of districts where the pupil/teacher ratios are higher than 46:1. In districts of KwaZulu the pupil/classroom ratios are between 48:1 and 100:1. Repetition rates are 16-19% in parts of KwaZulu, compared to less than 12% in Durban. Secondary school enrolment is low. KwaZulu Natal has the highest number of children who are out of school of any province and future growth in school age children will remain high in the former homelands of Transkei and KwaZulu.

The national matric pass rate in 1996 was 54%. KwaZulu Natal scored above this with a 62% pass rate. The number of candidates obtaining a university exemption was 23

which is above the national average of 15% and after the Western Cape the province with the highest proportion of pupils obtaining an exemption.

There are 15 pre-service colleges of education in the province. Five colleges only train primary school teachers, four train secondary teachers and five train both primary and secondary teachers. Two colleges, Edgewood and Springfield also offer INSET courses.

Name of college	Number of students				
	First	Second	Third	Fourth	Total
Adams	77	136	217	0	430
Appelsbosch	140	178	223	0	541
Durban Onderwys	101	190	145	50	420
Edgewood	206	282	310	0	1065
Eshowe	211	58	343	0	612
Esikhawini	316	192	368	0	876
Ezakheni	148	205	253	0	606
Gamalakhe	200	0	0	0	200
Indumiso	204	342	519	0	1065
Kwagqikazi	174	230	420	0	824
Madadeni	263	75	1571	0	2014
Mpumalanga	142	367	350	0	859
Ntuzuma	77	133	302	0	512
Springfield	86	87	147	75	702
Umbumbulu	197	144	282	0	623

There are also two distance education in-service colleges and the Siza Centre has an INSET facility which offers non-award bearing training.

#### *In-service training*

Institution	First yr.	Second yr.	Third yr	Fourth yr.	Total
Natal College*	301		199	2935	3435
Umlazi**	2233	803	600	273	4400

\*M+2, M+3, M+4

\*\* M+1, M+2, M+3, M+4

The following in-service courses are offered by colleges.

#### *In-service*

Level	Focus	Edgewd	Natal	Springf	Umlazi
Certificate	DEII/PTC	-	298	-	1086
	Pre-primary	-	-	-	487
Diploma	JP	32	68	187	1853
	SP	40	110	104	
	Secondary	-	-	-	394
HDE	JP	148	925	241	-
	SP	310	1 336	106	-
	Secondary	318	143		-

FDE	Maths	40	-	85/35	-
	Computer lit.	14	63	54	-
	Primary guidance	28	-	-	-
	Family/social	4	-	-	-
	Teaching comp.	14	37	-	-
	School library	11	-	-	-
	Reading	-	27	-	-
	Admin (P)	-	171	-	97
	Admin (S)	-	119	-	-
	Zulu NMT	-	14	-	-
	Biology	-	-	48	-
	English L2	-	-	136	77
	Science	-	-	-	23
B. Prim Ed.		161	-	-	-

In 1998 colleges intend to offer an increased range of INSET courses. Springfield for example plans to run a course for the deaf to teach the deaf.

The Natal College of Education has attempted to establish a network of regional learning centres. The centres have been used both for an organised programme of Supplemental Instruction in high risk subjects and for general study and tutorial purposes.

### 3. Policy and planning

The Strategic Plan for the Department of Education and Culture (DEC); KwaZulu Natal Province is the culmination of a strategic planning process begun in August 1995 with the national Department of Education and three provincial departments of education - Eastern Cape, Northern Cape and Northern Province. The strategic planning exercise was initiated following discussions between the United States Agency for International Development (USAID) and the national Department on possible areas of assistance. USAID agreed to fund technical assistance to the provinces to engage in the strategic planning process and Aurora Associates International/SA, an education management consulting contractor, was selected to assist the provinces throughout the process.

The Department of Education and Culture had already begun a planning process and established Provincial Task Groups and Reception Teams before Aurora Associates began their work.

The Strategic Plan states that the plan will 'guide the activities of the Department over the next five years within a coherent framework designed to achieve the goals and objectives which have been laid out for the Department by the Provincial Government and the MEC for Education'.

## Vision

The vision of the Department of Education and Culture of KwaZulu Natal Province is: To provide quality education which will fully develop the potential of each learner in a democratic environment.

## Mission Statement

The mission is to create an effective and efficient education system by developing and nurturing professional expertise and administrative competence.

This will be done by:

- providing learners with relevant and quality education which will equip them with skills to meet the challenges and demands of life;
- focusing on the needs of the learners, educators, community and the workplace;
- committing ourselves to the challenges of the present and future while recognising the value of differences and giving credit to diverse and progressive ideas;
- promoting sound management techniques and clear channels of communication in partnership with all stakeholders; and
- continually evaluating and revising services.

As a result of the environmental analysis the following key strategic issues were identified: and Action Plans developed.

- Creation of a Culture of Teaching and Learning
- Upgrading Facilities, Materials and Human Resources
- Improving and Upgrading Education in Rural Areas
- Early Childhood Development
- Adult Basic Education and Training
- School Governance
- Curriculum Development
- Financial Management
- Management Development
- Teacher Development and In-service Training

Each Action Plan consists of a section on the current situation and critical problems, a strategic objective and strategies to achieve the strategic objective. For each strategy the following have been developed: actions required, responsible sections of the department, timeframes, human and financial resources, indicators and data sources.

For the purposes of this report the curriculum and teacher development action plans have been included.

## Curriculum Development Action Plan

### Strategic Objectives

The strategic objectives are:

1. To create and sustain conditions necessary for educators and learners to feel empowered to participate in the development of a transformed curriculum.
2. To develop and maintain communication strategies to ensure the fullest participation possible at various levels in the development of curriculum.

Strategies to Achieve Objectives

The strategies to achieve Strategic Objective #1 are:

1. Develop a curriculum development unit.
2. Identify and develop a corps of curriculum development facilitators.
3. Develop a transformational leadership style in managers responsible for facilitating, developing and implementing the curriculum.
4. Ensure equitable distribution of human and material resources.
5. Build the capacity of educators to develop curriculum.
6. Foster learner input into the curriculum development process.

This strategy encompasses several strategies for learners to be involved in the curriculum development process, including:

- to develop a classroom environment that facilitates education in its widest sense;
- to develop a perception in learners as to what is expected of them as to their role in the learning process;
- to encourage a mode of active participation in learners;
- to foster learner input into the curriculum development process.

The strategies to achieve Strategic Objective #2 are:

1. Investigate the most effective and broadly accessible media to facilitate meaningful participation in the curriculum development process.
2. Provide human and material resources for effective dissemination of information.
3. Develop a curriculum development policy which includes a safe environment for educators to participate fully in curriculum development issues at various levels.
4. Ensure that communication is in language which is accessible to all users.

Teacher Development and In-Service Training Action Plan Strategic Objective

The strategic objective is to develop well-trained, competent and motivated teachers able to provide pupils with high quality education.

Strategies to Achieve Objective

The strategies to achieve the objective are:

1. Create subject forums so as to enhance the consultative process. Each region should set up subject committees and a budget for this activity.

2. Conduct an audit and needs assessment for teacher development and INSET activities. Each subject regional committee should conduct an audit.
3. Develop policies and guidelines for staffing.
4. Create a budget for teacher development and INSET activities.
5. Identify magnet schools for in-service training.
6. Refocus teacher education curriculum to Science, Commerce, Technological and Technical subjects teaching.

#### 4. Current and proposed initiatives in teacher development

##### 4.1 Curriculum development

###### Teachers' organisations

Teacher organisations in Natal and the KwaZulu Natal Organisation of Teacher Educators (KNOTS) are extensively involved in teacher development through meetings and workshops. The KwaZulu Natal Organisation of Teacher Educators (KNOTS) holds meetings for its members, namely all teacher education providers in the province. The meetings in 1997 have dealt with outcomes-based education and the NQF. At the May meeting competencies in teacher education will be discussed and participants will discuss what to do in their specific fields to prepare students and teachers for OBE.

The Professional Educators of KwaZuluNatal (APEK) has run extensive workshops on OBE and general teacher development.

###### Centre for Cognitive Development (CCD)

Cognitive /OB Cross curriculums methodology for primary teachers. This is a 10 - 16 day school based programme for ten schools.

###### Reception year teacher training programme

25 days workshops and classroom intervention for 60 teachers.

##### 4.2 PRESET

Fourteen colleges continue to provide teacher training courses for primary and high schools. The number of students who have been admitted has dropped dramatically and there are plans to use the colleges for training other than pre-service training.

##### 4.3 Whole School Development

###### Catholic Institute for Education Whole School Development programme

Initial workshops have been held at 16 schools and follow up meetings and training seminars for School Development teams have been held with 14 schools.

###### Midlands Education Development Unit (MEDU)

MEDU has been involved in whole school development activities in the Pietermaritzburg region for some years. A lack of funding forced MEDU to close operations at the end of March 1997. A member of staff has been contracted for three months to compile a school

development handbook for teachers which consolidates the knowledge and experience gained by MEDU. The main objective of the handbook is to assist schools to reflect on their organisation, management and teaching. 500 copies will be distributed to 440 schools in the Pietermaritzburg region and their relevant circuit and district managers. On completion of the handbook a workshop will be held for school development teams from each school which introduces the book and how to use it. JET will provide support for the development of the handbook, the printing and costs of the workshop. The distribution is to be undertaken by the Kwazulu Natal Education Department,

#### 4.4 Language development

##### ELET Teacher Support

- Year-long courses held at the ELET Centre for 135 teachers
- Courses held outside the ELET centre combined with distance tuition for 92 teachers
- Courses held at the Centre with distance tuition for 25 teachers

##### Molteno Language In-service Teacher Training

18 - 48 hour workshops and 2-3 hours of classroom visits per annum per teacher for 800 JP and SP teachers. Provision of classroom kits to 673 teachers. In addition, Training Workshops for 5 subject advisers, principals and HODS

##### Secondary Schools English Research Project (SSERP)

One day workshops for secondary school teachers.

##### St Mary's Interactive Learning Experience (SMILE) Classroom Reinforcement and Teacher training Programme

Monthly half-day workshops and weekly (32) classroom visits at JP/SP level for 153 teachers in 41 schools.

##### READ Educational Trust

READ offers programmes at the pre-school, junior primary, senior primary and secondary phases. These courses are offered at the teacher training college to lecturers and students and at schools to teachers and principals. READ also provides resources and governing body training and parental education. In 1997 in KwaZulu Natal READ intends to reach fifteen teacher training college, 3 000 students, 850 teachers and 80 principals. Parents also attend workshops.

##### Catholic Institute for Education

Two-day READ workshops for 20 schools and monitoring and assisting with implementation of INSET courses.

#### 4.5 Maths, science and technology

##### ORT-Step INSET FDE

University accredited two-year part-time course. The course consists of 480-600 contact hours of which the technology component is 240-300 contact hours. Currently 20 teachers in KZN are accommodated but this new branch has the capacity to train 120 teachers.

#### RADMASTE CAPME

JP maths 15 days residential workshop, fieldwork for candidates for 10 teachers

#### Toyota Teach

Two one-day workshops plus 3 class visits per week in 36 schools

#### Science Education Project (SEP) Lead Teacher Training

10 one-day workshops and five on-site follow up visits for 46 teachers

#### Eskom Maths and Science Colleges of Education (EMSCEP)

In 1992 Eskom commissioned leading mathematics and physical science educators to develop a programme in these two subjects for matriculants from disadvantaged schools. The programme was initially based at the Eskom College in Midrand but has expanded to the campuses of a large technikon and several colleges of education. By 1994 it was clear that the methodology used in the Eskom second-chance programme provided a model for maths and science education in South African schools. After initially considering inservice training it was decided to run the programme at teacher training institutions to optimise impact. In October 1995 the EMSCEP was launched. The central objective of the project is to support eight colleges of education to become leading centres in pre-service and in-service training of mathematics and physical science teachers, and reconstructive involvement in nearby schools.

The project has three major components:

- the development and implementation of new pre-service programmes in mathematics and physical science and the teaching of these subjects
- the further professional and academic development of lecturers in maths and science at the participating colleges through workshops with leading academics from universities and formal post-graduate study.
- a school impact programme comprising in-service training and classroom based curriculum development projects driven by colleges in schools in their immediate surrounds.

The physical science and mathematics departments of the participating colleges are supported by two teams of leading educators from various South African universities. The project also contributes to the acquisition of laboratory and computer facilities required by the new curricula. EMSCEP also assists each participant college to set up an Institute for Mathematics and Science Education to undertake research and development in the areas of mathematics and science education; to launch in-service projects for teachers and to engage in development projects in schools. While the project provides financial grants for a period of three years it is expected that the Institutes begin to attract other sources of finance in this period. The Indumiso College of Education outside Pietermaritzburg has participated in the project since October 1995.

#### Primary Maths Teacher Support



One-day workshops and two classroom visits each month for 200 teachers in 50 schools.

#### C4SME

Provides a variety of long and short courses (accredited and unaccredited) for maths, science and biology teachers at the secondary school level.

#### 4.6 Governance and management

##### KZNDEC

The Directorate : Support Services has established a Schools Governance Training Unit. The task of the Unit is to train stakeholders in governance. In the first place this training focuses on Officials of Education Management including principals of schools. The Unit has produced a booklet which provides documentation and forms pertaining to the conducting of the election of a schools governing body. The booklet includes proposed guidelines for meetings for governing bodies and RCLs; the Schools Education Act, No. 3 of 1997; the Schools Education Act, No. 3 of 1996; procedures for Electoral Officers and Assistant Electoral Officers conducting elections of Representative Councils of Learners; procedure to be followed in the election of parent members, educators and non-educators to a school's governing body.

##### READ Educational Trust

##### Governing Bodies Training

READ runs courses for governing bodies on governance, financial management, conflict management, how to set up governing bodies and strategic planning. In 1997 over 130 delegates from schools in KwaZulu Natal have attended courses.

##### Catholic Institute of Education

Meetings with principals in clusters and individual follow up. 103 schools have been invited to attend.

#### 4.7 Life Skills

Novalis Institute Teacher Enrichment For JP/SP/JS 16 hour module for 210 teachers (6 workshops run)

##### Optima College South African National Council for the Blind

Five five-day workshops and four school visits to each of the schools - 10 teachers in two schools in KZN.

# REPORT ON THE PEI WORKSHOP IN KWAZULU NATAL

Prepared by Mashwahle Diphofa

Joint Education Trust

## INTRODUCTION

On the 13 May 1997, a provincial President's Education Initiative (PEI) workshop for Kwazulu Natal was held at Truro House in Durban. Organised jointly by the Joint Education Trust (JET) and the Kwazulu Natal Department of Education and Culture (DEC), the workshop was attended by 10 people representing mainly the DEC and local colleges of education (attendance register appended). The workshop was facilitated by Mr Mashwahle Diphofa (JET).

## THE PEI: A BRIEF REVIEW

Mr Diphofa provided a brief review of the PEI, outlining its origin and goals. The project seeks to secure the support of the international community to address the following broad education priorities for the country:

- the upgrading and re-skilling of serving teachers in science, mathematics and technology; and
- the improvement of the quality of education in schools, including the improvement of teaching in large classes, in multi-grade classes in small farm schools, and in a multi-lingual environment

The first phase of the project thus has to culminate in the development and submission of provincial project proposals to the approximately 18 foreign donors who have expressed an interest in the PEI. Such proposals would be based on the specific priorities of the provinces identified within the parameters of the focal points described above. In order that planning could be facilitated, JET had prepared a draft audit report of current and planned teacher development projects in the province and the purpose of the workshop was thus to:

- discuss the draft provincial PEI audit report; and
- identify provincial PEI priorities and strategies to address them
- to produce an action plan leading to the finalisation of provincial funding proposals based on the priorities

After Mr Diphofa's presentation, Ms Penny Vinjevold (JET) took participants through the draft audit report. A number of initiatives were identified as missing from the report and participants agreed to make the relevant information available to Ms Vinjevold. A revised audit report has since been produced.

## PRIORITIES

The discussion on provincial priorities was guided by what was identified as the fundamental problem faced by the province, namely the problem of low educator morale. It was felt that this was serious as it in some cases led to a poor work ethic as well as reduced levels of commitment. It was acknowledged, however, that this should be viewed as a complex problem attributable to a variety of contextual factors such as large classes, multigrade classes, multi-age classes, the introduction of Voluntary Severance Packages (VSPs) as well as other socio-economic factors like health and housing.

The province therefore has to plan and execute interventions which seek to provide support to the educators and to create a more conducive work environment for them. With this understanding in mind, the following were identified by the participants as priorities

### 1. Governance

Administrators at e.g colleges of education would need support in such areas as the new Labour Relations Act and College Rules and Regulations. Although this issue retraining a priority, it will not be included within the PEI funding request because:

- the DEC has already begun organising workshops in this area
- the workshops cannot be delayed until PEI funding is secured, which is likely to be towards the end of 1997.

### 2. Management

This should seek to develop sound leadership skills, focusing on areas such as:

- institutional and classroom management
- systems management (especially for the DEC)
- change management; and
- communication skills

Already, there are some local initiatives which seek to address the above and the challenge is to harness and beef them up so as to realise a synergic impact on the state of education management in the province.

### 3. Teachers Support

This should take the form of training, materials and facilities/equipment. Training in outcomes-based education (OBE) is currently a major priority, especially at the Foundation Phase. Some money has been secured to offer general orientation on OBE but this will not be enough in terms of the actual implementation of Curriculum 2005. In addition, support should also focus on other areas such as large class teaching and teaching in multi-grade

and multi-age classes. Particular attention should be paid to the needs of rural teachers to ensure that there are sound sustainable outreach measures for them

Strategies for the provision of sustainable teacher development and support (TDS) could include:

- the use of existing college facilities as centres for TDS. The 17 existing Colleges of Education are spread throughout the province (although the majority are in Durban) and this will make penetration into even remote areas possible.
- "in-house/in-school" mentoring whereby mentors will be identified, trained and located within schools to provide on-going support on site
- week-end training sessions could be run by Colleges of Education, especially for teachers from rural areas.

#### 4. Reorienting Colleges Of Education To Better Prepare Educators

It was also felt that the training of teachers in ABET, ECD and ELSSEN should be prioritised. Personnel from colleges of education need to be brought together to develop alternative courses in these areas. The courses may initially be offered as electives but with time, these could even become complete fields of study (e.g diplomas) on their own. Since some of the PEI donors seem particularly keen to offer "technical assistance" to provinces, arrangements could even be made for a study group comprising mainly college lecturers to go overseas to exchange ideas on these issues with their counterparts in other countries.

#### 5. Teaching In A Multi-Cultural/Multi-Lingual Environment

There was a particularly strong feeling from some of the participants that unless teachers receive training and support in this area, multi-lingual classes could become a frustrating experience for many educators and learners. There are teachers who because of their flair and disposition have been able to manage these environments better and they should be identified and supported to contribute their experiences for the benefit of the province as a whole. (the PEI-commissioned research on teaching in a multi-lingual environment should also provide useful information on the subject)

#### 6. Career Guidance

It was felt that although there were limited career options for many school leavers in the province, the problem of ill-informed career moves was exacerbated by lack of proper career guidance in schools . There should be efforts to promote "guidance-across-the-curriculum", where each teacher will effectively be a guidance teacher.

Participants agreed to keep this within the list of provincial priorities although it will not necessarily be included in the PEI requests at this stage.

## REFERENCE GROUP

It was agreed that in the taking the process of developing funding proposals forward, JET will work closely with a small Reference Group to be convened and led by Dr Terry Dachs. The group comprises:

Ms A Cele	DEC
Mr S Nadasen	DEC
Mr A China	KNOTE
Mr B Jarvis	Edgewood College.

## PLAN OF ACTION

ACTIVITY	PERSON RESPONSIBLE	DATE
Submit report on workshop	M Diphofa	20 May 1997
Circulate above report to participants	S Nadasen	21 May 1997
Give JET feedback on above report	All workshop participants	23 May 1997
Submit revised report to DEC Management	Dr Mbokazi/ S Nadasen	26 May 1997
Oral presentation of report to DEC Top Management in Ulundi	M Diphofa (Dr Mbokazi to make arrangements)	2nd week of June
Meeting of reference group	Dr Terry Dachs	1st week of June
Draft proposals submitted to JET	Dr Terry Dachs	6 June 1997

## Attendance List

Mr S. Nadasen	DOE Special Education Specialist
Ms A. Cele	DOE Special Education Specialist School Management
Dr P. Reddy	Rector Springfield College
Dr S. Mbokazi	DOE Director Teacher Education
Mr B. Jarvis	Acting Rector Edgewood College
Ms N. Ntuli	Rector Umlazi College
Mr T. Dachs	Consultant
Mr A. China	KNOTE
Ms C. Robinson-Thurlow	ECD
Ms J. Edwards	Acting Rector Natal College of Education

# The President's Education Initiative Project Proposals

*kwaZulu-Natal*

June 1997  
Prepared by Dr Terry Dachs

The President's Education Initiative  
Project Proposals : kwaZulu-Natal

CONTENTS

Please note :        These proposals are NOT presented in an order of preference.

1. Teacher Morale : Task Team
2. Outcomes-based Education : Colleges of Education
3. Outcomes-based Education : School Teachers
4. Governance, Management & Leadership in Education
5. Reorienting Colleges of Education
6. Teaching in a Multi-cultural, Multi-lingual Environment
7. Distance Teacher Education : Development Centres

Teacher Morale

Task Team

*kwaZulu-Natal*

*A Project Proposal*

June 1997



## JUSTIFICATION FOR THIS PROJECT

1. It is the opinion of the committee that teacher morale is at a low point. Whilst there is speculation concerning the reasons for this, there is little or no systematic data to either substantiate or to repudiate this belief.
2. In the drafting of the various proposals for submission to the President's Education Initiative Reference Group, the committee was conscious of the lack of such data. This proposal seeks to remedy that concern.
3. The extent to which the voluntary severance packages has affected the teaching profession needs to be established.
4. The pressing need for a culture of teaching and learning to be established in all educational institutions lends further support to this proposal.

## PROJECT PROPOSAL

The project seeks to establish a task team of +/- 18 members who will design a means of assessing the state of teacher morale within the province; develop data-gathering instruments; administer these; visit a sample of schools for face-to-face contact with teachers; analyse the findings and report on these.

## THE DELIVERY SYSTEM

It is proposed that the process be established in four stages

### Stage 1: The Development of Instruments

A task team be assembled to design instruments and strategies for the gathering of data on teacher morale in a systematic fashion.

### Stage 2: Data-gathering

It is envisaged that a questionnaire will be designed and distributed to a representative sample of schools in each of the eight education regions. Information from these questionnaires will be analysed.

### Stage 3: On-site visits

Visits to selected schools in each of the education regions to interview teachers will be made.

### Stage 4: Reporting

A comprehensive report on the findings of the task team be published and made available to the educational authorities and other interested parties.

## COSTING

This proposal seeks to fund the work of this task team by means of providing for replacement salaries; travel and accommodation costs; stationery and printing; and telephone and postage.

	Units	Price	VAT	Sub-total
<b>Stage 1</b>				
Research & development (person/days)	180	270000,00	37800,00	307800,00
Travel (kms)	2000	2000,00	280,00	2280,00
Meals (person/days)	180	9000,00	1260,00	10260,00
Telephone & Postage		500,00	70,00	570,00
Printing & Stationery		3000,00	420,00	3420,00
<b>Stage 2</b>				
Printing of Questionnaire	1000	75000,00	10500,00	85500,00
Distribution of Questionnaire	1000	10000,00	1400,00	11400,00
Time (person/days)	40	60000,00	8400,00	68400,00
Telephone & Postage		1000,00	140,00	1140,00
Travel (kms)	1000	1000,00	140,00	1140,00
Meals (person/days)	40	2000,00	280,00	2280,00
<b>Stage 3</b>				
Time (person/days)	360	540000,00	75600,00	615600,00
Travel (kms)	5000	5000,00	700,00	5700,00
Meals (person/days)	360	18000,00	2520,00	20520,00
Telephone & Postage		2000,00	280,00	2280,00
Printing & Stationery		3000,00	420,00	3420,00
<b>Stage 4</b>				
Time (person/days)	40	60000,00	8400,00	68400,00
Travel (kms)	500	500,00	70,00	570,00
Meals (person/days)	40	2000,00	280,00	2280,00
Telephone & Postage		1000,00	140,00	1140,00
Printing & Stationery		6000,00	840,00	6840,00
<b>TOTAL</b>		<b>1071000,00</b>	<b>149940,00</b>	<b>1220940,00</b>

Outcomes-based Education

Colleges of Education

*kwaZulu-Natal*

*A Project Proposal*

June 1997

## JUSTIFICATION FOR THIS PROJECT

1. The commitment of central government to an "outcomes-based" educational system has placed pressure upon colleges of education to revise existing programmes of teacher education. The need is a pressing one as the decision to implement such a system in Grades I and 7 in 1998 has already been taken.
2. The recent movement to place college of education programmes under the authority of SAQA and within the National Qualifications Framework has required college staff to make detailed submissions for the approval of their programmes. The introduction of the eight areas of learning requires that these be revised.
3. The recently conducted Academic Audit of Colleges of Education has revealed an urgent need for capacity-building at colleges of education. This programme should be seen as complementary to the series of workshops planned by others.
4. This project will assist colleges of education to become more actively engaged in INSET work - some of which need not be for formal qualifications.
5. It is the opinion of the committee that colleges of education because of their geographical distribution can readily be used as developmental centres to which local teachers can turn for assistance in the establishment of outcomes-based educational programmes. The geographical distribution of colleges and schools in the province is as follows

<b>Region</b>	<b>Colleges</b>
Empangeni	Eshowe Esikhawini
Ladysmith	Ezakheni Madadeni
North Durban	Appelsbosch Durban Ntuzuma Springfield Umlazi
Pietermaritzburg	Indumiso Natal
Port Shepstone	Gamalakhe
South Durban	Adams Edgewood Mpumalanga Umbumbulu
Ulundi	kwaGqikazi
Vryheid	nil

## PROGRAMME CONTENT

The programme is divided into eleven "tracks" coinciding with the eight areas of learning and three of the "fields of study" as identified in the C.O.T.E.P. "Norms and Standards" .

These are

- communication, literacy and language learning;
- numeracy and mathematics
- human and social sciences;
- physical and natural sciences;
- technology sciences;
- arts and culture;
- economic and management sciences;
- life orientation, person and social development;
- Education;
- Professional Studies; and
- Teaching Practice.

Each area will be developed by specialists in those disciplines and workshop materials prepared for presentation to lecturing staff at all seventeen colleges of education within the province.

## THE DELIVERY PROCESS

The geographical spread of the colleges makes the mounting of such a project difficult. This, together with the unavailability of resources to the provincial Department of Education has led to this proposal.

There is no existing programme on the shelf which could be employed. Materials in the form of workbooks, facilitators guides and audio-visual aids will be developed.

The programme will be presented to a total of 272 participants at four different venues - each over a three day period during which the eleven sections of the programme will be completed. On completion of the programme participants will return to their colleges and conduct sessions with other members (+/- 1100) of the college lecturing staff.

A programme be prepared in close co-operation with Subject Advisors. Following its development, it will be implemented in seven stages.

### *STAGE 1: The Durban Region*

The programme will be delivered to five colleges of education in this region of the province. Contact sessions will be held at a convenient venue where representatives from the Durban, Edgewood, Ntuzuma, Springfield and Umlazi Colleges will participate.

Each college will designate sixteen delegates.

Parallel sessions will be held in the eleven sections or "tracks" and opportunities provided for interaction between these sections.

Sessions will be lead by delegates themselves and follow a closely structured format which incorporates simulation exercises, workshops and seminars. Delegates will be issued with workbooks containing relevant readings and exercises and comprehensive facilitator's guides.

### *STAGE 2 : Evaluation*

The programme will be evaluated at this stage by an independent evaluator and modifications made before proceeding to the next stage.

### *STAGE 3 : The Midlands Region*

In this stage the programme will be presented at a suitable venue in Pietermaritzburg to representatives from Appelsbosch College, Natal College, Ezakheni College, Indumiso College, Mpumalanga College and Madadeni College. Accommodation will be provided for delegates from Madadeni and Ezakheni Colleges.

### *STAGE 4 : The South Coast Region*

In this stage the programme will be presented at a suitable venue on the South Coast to representatives from Adams College, Umbumbulu College, and Gamalakhe College. Accommodation will be provided for delegates from Gamalakhe College.

### *STAGE 5 : The North Zululand Region*

In this stage the programme will be presented at a suitable venue in Northern Zululand to representatives from Esikhawini College, kwaGgikazi College, and Eshowe College. Accommodation will be provided for delegates from Eshowe College and kwaGgikazi College.

Those who attended the programme in Stages 1, 3, 4 and 5 will act as facilitators and conduct the programme with their colleagues at their colleges. This stage will be closely monitored to ensure that the process is properly implemented.

#### *STAGE 7 : Final Evaluation*

A full and comprehensive evaluation of the project will be conducted by an independent evaluator.

## COSTING

A full and detailed contract will be drawn up prior to the implementation of this programme but costs are as estimated below. These costs include developmental work; the production of workbooks, facilitators kits and audio-visual aids; the presentation of sessions; travel and accommodation costs; monitoring and an independent evaluation of the programme.

	Units	Price	VAT	Sub-total
<b>Research &amp; Development</b> (person/days)	200	300000,00	42000,00	342000,00
Accommodation (person/nights)	60	21000,00	2940,00	23940,00
Meals (person/days)	195	19500,00	2730,00	22230,00
Airfares	2	1000,00	140,00	1140,00
Carhire (days)	5	1500,00	210,00	1710,00
Travel (kms)	2000	2000,00	280,00	2280,00
Tel. & Postage		1000,00	140,00	1140,00
<b>Stage 1</b>				
Workbooks	80	8000,00	1120,00	9120,00
Sessions (presenter/days)	45	67500,00	9450,00	76950,00
Facilitators' Guides	80	20000,00	2800,00	22800,00
Travel (kms)	4000	4000,00	560,00	4560,00
Meals (person/days)	240	18000,00	2520,00	20520,00
<b>Stage 2</b>				
Evaluator's fee (days)	10	15000,00	2100,00	17100,00
Travel (kms)	2000	2000,00	280,00	2280,00
Meals (person/days)	10	1000,00	140,00	1140,00
Printing		3000,00	420,00	3420,00
<b>Stage 3</b>				
Workbooks	90	9000,00	1260,00	10260,00
Sessions (presenter/days)	45	67500,00	9450,00	76950,00
Facilitators' Guides	90	22500,00	3150,00	25650,00
Travel (kms)	4000	4000,00	560,00	4560,00
Accommodation	90	31500,00	4410,00	35910,00
Meals (person/days)	270	20250,00	2835,00	23085,00



	Units	Price	VAT	Sub-total
<b>Stage 4</b>				
Workbooks	48	4800,00	672,00	5472,00
Sessions (presenter/days)	45	67500,00	9450,00	76950,00
Facilitators' Guides	48	12000,00	1680,00	13680,00
Travel (kms)	2400	2400,00	336,00	2736,00
Accommodation	48	16800,00	2352,00	19152,00
Meals (person/days)	144	10800,00	1512,00	12312,00
<b>Stage 5</b>				
Workbooks	48	4800,00	672,00	5472,00
Sessions (presenter/days)	45	67500,00	9450,00	76950,00
Facilitators' Guides	48	12000,00	1680,00	13680,00
Travel (kms)	2400	2400,00	336,00	2736,00
Airfares	2	1000,00	140,00	1140,00
Accommodation	96	33600,00	4704,00	38304,00
Meals (person/days)	144	10800,00	1512,00	12312,00
<b>Stage 6</b>				
Workbooks	1360	136000,00	19040,00	155040,00
Monitoring function (days)	10	15000,00	2100,00	17100,00
<b>Stage 7</b>				
Evaluator's fee (days)	15	22500,00	3150,00	25650,00
Travel (kms)	2000	2000,00	280,00	2280,00
Meals (person/days)	15	1500,00	210,00	1710,00
Printing		4500,00	630,00	5130,00
<b>TOTALS</b>		<b>1067150,00</b>	<b>149401,00</b>	<b>1216551,00</b>

Outcomes-based Education

School Teachers

kwaZulu-Natal

A Project Proposal

June1997

## JUSTIFICATION FOR THIS PROJECT

1. The commitment of central government to an "outcomes-based" educational system has placed pressure upon teachers to revise existing, and to develop new, programmes. The need is a pressing one as the decision to implement such a system in Grades 1 and 7 in 1998 has already been taken.
2. The recent development within the National Qualifications Framework and around Curriculum 2005 have generated a degree of disquiet amongst teachers who feel ill-equipped to implement changes in 1998 despite current orientation programmes.

The introduction of the eight areas of learning, the "curriculum-organiser" approach, new approaches to assessment coupled with the demands of large class teaching, multi-lingual classes and multi-grade classes have all resulted in a degree of trepidation amongst teachers.

3. The inadequate resourcing of some schools in terms of teaching and learning materials further exacerbates the difficulties faced by the class teacher. Many seek assistance and guidance from subject advisors, teacher centres (where available) and from college of education staff.
4. This project proposes to employ college of education staff to assist in the process of developing teachers to implement outcomes-based education. It follows on an earlier proposal on "Outcomes-Based Education - Colleges of Education".

It is the opinion of the committee that colleges of education because of their geographical distribution can readily be used as developmental centres to which local teachers can turn for assistance in the establishment of outcomes-based educational programmes. The geographical distribution of colleges and schools in the province is as follows

Region	Colleges	No. of Schools	No. of Teachers
Empangeni	Eshowe Esikhawini	708	9956
Ladysmith	Ezakheni Madadeni	705 483	10739 4969
North Durban	Appelsbosch Durban Ntuzuma Springfield Umlazi	711	13870

Region	Colleges	No. of Schools	No. of Teachers
Pietermaritzburg	Indumiso Natal	681	9033
Port Shepstone	Gamalakhe	691	8593
South Durban	Adams Edgewood Mpumalanga Umbumbulu	662	13053
Ulundi	kwaGqikazi	699	7685
Vryheid	included under Madadeni College (Ladysmith Region)		

5. The sustainability of the developments achieved by this project is sought in the colleges of education. These sites have been chosen not only because of their geographical spread and their accessibility to local communities but also because it is believed that for long-term sustainability of change such changes must be institutionalised.

## PROGRAMME CONTENT

In a similar fashion as that applied in the Colleges of Education project, the programme is divided into eight "tracks" coinciding with the eight areas of learning.

These are

- communication, literacy and language learning;
- numeracy and mathematics
- human and social sciences;
- physical and natural sciences;
- technology sciences;
- arts and culture;
- economic and management sciences; and
- life orientation, person and social development.

The materials and strategies developed in the previous project ("Outcomes-Based Education - Colleges of Education") will be utilised in this one. Each college of education will be responsible for mounting three-day workshops initially with local teachers of Grades 1 and 7 classes and thereafter with teachers of other grades.

## THE DELIVERY PROCESS

In 1998 teachers of Grades 1, 2, 7 and 8 classes will attend a three-day workshop at their local college conducted by the college staff. In subsequent years teachers of other grades would be offered a similar programme.

In Phase One the programme would be presented to a total of 7324 teachers at seventeen different venues, each over a three-day period during which the eight sections of the programme will be completed. On completion of the programme participants would return to their schools and act as mentors for other members of staff as they also face the task of implementing an outcomes-based curriculum.

Phases 2 to 6 would follow between 1998 ad 2002.

It is proposed that each of the various phases of this programme be implemented in six stages.

### *STAGE 1 : The North Durban Region*

The five colleges of education undertake the three-day workshop with teachers of Grades 1 and 7 in their immediate vicinity in groups of +/- 40 teacher at a time as follows

College	No. of Sessions	No. of Grade 1 teachers	No. of Grade 7 teachers
Appelsbosch	2	40	40
Durban	7	135	135
Ntuzuma	4	80	80
Springfield	4	90	90
Umlazi	7	135	135
<b>TOTALS</b>	<b>24</b>	<b>480</b>	<b>480</b>

### *STAGE 2 : Evaluation*

An independent monitoring and evaluation of the process will occur at this point and modifications made before the programme is extended to other areas of the province.

*STAGE 3 : The South Durban, Pietermaritzburg and Port Shepstone Regions*

The seven colleges of education in these regions undertake the three-day workshop with teachers of Grades 1 and 7 in the immediate vicinity in groups of +/- 40 teachers at a time as follows

College	No. of Sessions	No. of Grade 1 teachers	No. of Grade 7 teachers
Adams	8	153	153
Edgewood	8	154	154
Umbumbulu	8	153	153
Indumiso	9	180	180
Mpumalanga	8	150	150
Natal	9	180	180
Gamalakhe	26	518	518
<b>TOTALS</b>	<b>76</b>	<b>1488</b>	<b>1488</b>

*STAGE 4 : The Empangeni and Ulundi Regions*

The three colleges of education in these regions undertake the three-day workshop with teachers of Grades 1 and 7 in the immediate vicinity in groups of +/- 40 teachers at a time as follows

College	No. of Sessions	No. of Grade 1 teachers	No. of Grade 7 teachers
Eshowe	13	250	250
Esikhawini	13	250	250
kwaGqikazi	25	498	498
<b>TOTALS</b>	<b>51</b>	<b>998</b>	<b>998</b>

*STAGE 5 : The Ladysmith and Vryheid Regions*

The two colleges of education in these regions undertake the three-day workshop with teachers of Grades 1 and 7 in the immediate vicinity in groups of +/- 40 teachers at a time as follows

College	No. of Sessions	No. of Grade 1 teachers	No. of Grade 7 teachers
Ezakheni	26	512	512
Madadeni	20	194	194
<b>TOTALS</b>	<b>46</b>	<b>706</b>	<b>706</b>

### STAGE 6 :Final Evaluation

A full and comprehensive monitoring and evaluation of the entire project will be conducted by an independent evaluator.

### FOLLOW-UP PROJECTS

It is proposed that similar projects be mounted for teachers of other grades as the implementation of Curriculum 2005 proceeds. The following time table is proposed

Phase	Dates	Grades	Cost
One	1998	1 and 7	1 359 600,48
Two		2 and 8	1 359 600,48
Three	1999	3 and 9	1 495 560,53
Four	2000	4 and 10	1 645 116,58
Five	2001	5 and 11	1 809 628,24
Six	2002	6 and 12	1 990 591,06

### COSTING

A full and detailed contract will be drawn up prior to the implementation of this programme but costs are as estimated as follows. These costs include developmental work; the production of workbooks and audio-visual aids; travel and accommodation costs; monitoring and an independent evaluation of the programme. The cost for presenters of sessions in Stages 1 and 3 to 5 will be borne by the province.

The costing of Phase One is presented on the next page. For the follow-up programmes an inflation factor of 10% p.a. has been included.

	Units	Price	VAT	Sub-total
<b>Stage 1</b>				
Workbooks	960	96000,00	13440,00	109440,00
Travel (kms)	19200	19200,00	2688,00	21888,00
Meals (person/days)	1920	38400,00	5376,00	43776,00
<b>Stage 2</b>				
Monitor's fee (days)	5	7500,00	1050,00	8550,00
Evaluator's fee (days)	10	15000,00	2100,00	17100,00
Travel (kms)	2000	2000,00	280,00	2280,00
Meals (person/days)	15	1500,00	210,00	1710,00
Printing		3000,00	420,00	3420,00
<b>Stage 3</b>				
Workbooks	2956	295600,00	41384,00	336984,00
Travel (kms)	5912	5912,00	827,68	6739,68
Meals (person/days)	5912	118240,00	16553,60	134793,60
<b>Stage 4</b>				
Workbooks	1996	199600,00	27944,00	227544,00
Travel (kms)	39920	39920,00	5588,80	45508,80
Meals (person/days)	3992	79840,00	11177,60	91017,60
<b>Stage 5</b>				
Workbooks	1412	141200,00	19768,00	160968,00
Travel (kms)	28240	28240,00	3953,60	32193,60
Meals (person/days)	2824	56480,00	7907,20	64387,20
<b>Stage 6</b>				
Monitor's fee (days)	10	15000,00	2100,00	17100,00
Evaluator's fee (days)	15	22500,00	3150,00	25650,00
Travel (kms)	2000	2000,00	280,00	2280,00
Meals (person/days)	25	2500,00	350,00	2850,00
Printing		3000,00	420,00	3420,00
<b>TOTAL</b>		<b>1192632,00</b>	<b>166968,48</b>	<b>1359600,48</b>



# Governance, Management & Leadership in Education

*kwaZulu-Natal*

*A Project Proposal*

June 1997

## JUSTIFICATION FOR THIS PROJECT

1. With the amalgamation of officials and educators from five previous education departments into a single provincial structure there is a need for capacity-building in the field of management and leadership to assist officials in institutionalising the new order. Many institutions feel inadequately prepared for co-operative governance structures and for greater managerial autonomy.
2. The recent voluntary severance package has led to the departure of numerous departmental officials and senior college and school managers. Newly appointed personnel require assistance in developing management and leadership skills.
3. Current capacity-building initiatives require boosting as the resources to undertake the scope of the task are too limited.
4. It is the opinion of the committee that head and regional office officials, colleges of education and school personnel will all benefit from such a programme. The number of delegates attending the programme in the various regions will be as follows

Region	No. of Delegates
Empangeni	2832
Ladysmith	2820
North Durban	2844
Pietermaritzburg	2724
Port Shepstone	2764
South Durban	2648
Ulundi	2796
Vryheid	1932
<b>TOTAL</b>	<b>21360</b>

5. The sustainability of the gains of this project must rest with the directorate responsible for management and leadership within the Department of Education. Consequently, it is assumed that that directorate will play an equally crucial role in the development and implementation of this project.

## PROGRAMME CONTENT

### 1. Systems management

Relationships between head office, regional offices and institutions; communication skills; personnel management; industrial relationships; reporting skills; networking strategies; policy development and implementation; and information management.

### 2. Institutional management

The formulation and implementation of policy; communication between institutions and with regional and head office; the development of systems and procedures; the development and implementation of mission statements and codes of conduct; and the institutionalisation of a culture of teaching and learning.

### 3. Classroom management

Classroom organisation and control; co-operative learning strategies; negotiating skills; large class management; and motivational techniques.

### 4. Change management

Negotiating skills; conflict resolution; transformation and empowerment policies; and capacity building.

## THE DELIVERY PROCESS

It is proposed that a task team be appointed to develop a programme and that this programme be implemented by way of capacity-building sessions to be held for

- departmental officials;
- colleges of education governance and management personnel; and
- school governance and management personnel.

The programme will comprise a developmental phase, a facilitator-training phase and an implementation phase. Governance, Management and Leadership Guides will be made available to participants.

The programme will be presented to a total of +/- 22000 college, school and departmental personnel.

It is proposed that this programme be implemented in nine stages

*STAGE 1 : The Developmental Stage*

A team of specialists will be assembled to develop the programme.

*STAGE 2 : Departmental Officials*

Four-day sessions will be held in each of the eight regions at a suitable venue for senior departmental officials as follows

Region	No. of Sessions	No. of delegates
Empangeni	1	40
Ladysmith	1	40
North Durban	2	80
Pietermaritzburg	2	80
Port Shepstone	1	40
South Durban	2	80
Ulundi	3	120
Vryheid	1	40
<b>TOTALS</b>	<b>13</b>	<b>520</b>

Two hundred delegates will be prepared to act as facilitators for the main programme with school personnel.

*STAGE 3 : The College of Education Staff*

Four delegates from each of the seventeen colleges of education will attend a four-day training programme at a suitable venue.

Fifty delegates will be prepared to act as facilitators for the main programme with school personnel. On completion of this stage teams of facilitators will be arranged to implement the programme in Stages 4 and 6 to 8.

*STAGE 4 : The North Durban Region*

Three-day workshops with school personnel in the immediate vicinity in groups of +/- 40 delegates at a time will be conducted at suitable venues as follows

No. of Sessions	No. of Delegates
71	2844

### *STAGE 5 : Evaluation*

An independent evaluation of the process will occur at this point and modifications made before the programme is extended to other areas of the province.

### *STAGE 6 : The South Durban, Pietermaritzburg and Port Shepstone Regions*

Three-day workshops with school personnel in the immediate vicinity in groups of +/- 40 delegates at a time will be conducted at suitable venues as follows

<b>Region</b>	<b>No. of Sessions</b>	<b>No. of Delegates</b>
South Durban	66	2648
Pietermaritzburg	68	2724
Port Shepstone	69	2762
<b>TOTALS</b>	<b>203</b>	<b>8136</b>

### *STAGE 7 : The Empangeni and Ulundi Regions*

Three-day workshops with school personnel in the immediate vicinity in groups of +/- 40 delegates at a time will be conducted at suitable venues as follows

<b>Region</b>	<b>No. of Sessions</b>	<b>No. of Delegates</b>
Empangeni	71	2832
Ulundi	70	2796
<b>TOTALS</b>	<b>141</b>	<b>5628</b>

### *STAGE 8 : The Ladysmith and Vryheid Regions*

Three-day workshops with school personnel in the immediate vicinity in groups of +/- 40 delegates at a time will be conducted at suitable venues as follows

<b>Region</b>	<b>No. of Sessions</b>	<b>No. of Delegates</b>
Ladysmith	70	2820
Vryheid	48	1932
<b>TOTALS</b>	<b>118</b>	<b>4752</b>

### *STAGE 9 : Final Evaluation*

A full and comprehensive evaluation of the entire project will be conducted by an independent evaluator.

## COSTING

A full and detailed contract will be drawn up prior to the implementation of this programme but costs are as estimated below. These costs include developmental work; the production of workbooks and audio-visual aids; the presentation of sessions; travel and accommodation costs; and an independent evaluation of the programme.

The cost of the presenters' time in Stages 4 and 6 to 8 will be borne by the province.

	Units	Price	VAT	Sub-total
<b>Stage 1</b>				
Research & Development (person/days)	120	180000,00	25200,00	205200,00
Travel (kms)	2000	2000,00	280,00	2280,00
Airfares	4	2000,00	280,00	2280,00
Meals (person/days)	120	6000,00	840,00	6840,00
Printing		3000,00	420,00	3420,00
Tel. and Fax		1000,00	140,00	1140,00
<b>Stage 2</b>				
Workbooks	520	26000,00	3640,00	29640,00
Facilitator's Pack	200	50000,00	7000,00	57000,00
Sessions (presenter/days)	52	78000,00	10920,00	88920,00
Travel (kms)	4000	4000,00	560,00	4560,00
Presenter's Accommodation (person/nights)	52	18200,00	2548,00	20748,00
Meals (person/days)	2080	52000,00	7280,00	59280,00
<b>Stage 3</b>				
Workbooks	68	3400,00	476,00	3876,00
Facilitator's Pack	50	12500,00	1750,00	14250,00
Sessions (presenter/days)	4	6000,00	840,00	6840,00
Accommodation (person/nights)	132	46200,00	6468,00	52668,00
Travel (kms)	8000	8000,00	1120,00	9120,00
Meals (person/days)	272	6800,00	952,00	7752,00
<b>Stage 4</b>				
Workbooks	2844	142200,00	19908,00	162108,00
Meals (person/days)	8532	213300,00	29862,00	243162,00
<b>Stage 5</b>				
Evaluator's fee (days)	10	15000,00	2100,00	17100,00
Airfares	2	1000,00	140,00	1140,00
Travel (kms)	2000	2000,00	280,00	2280,00
Meals (person/days)	10	1000,00	140,00	1140,00
Carhire (days)	2	600,00	84,00	684,00
Printing		3000,00	420,00	3420,00
<b>Stage 6</b>				
Workbooks	8136	406800,00	56952,00	463752,00
Meals (person/days)	24408	610200,00	85428,00	695628,00
<b>Stage 7</b>				
Workbooks	5628	281400,00	39396,00	320796,00
Meals (person/days)	16884	422100,00	59094,00	481194,00
<b>Stage 8</b>				
Workbooks	4752	237600,00	33264,00	270864,00
Meals (person/days)	14256	356400,00	49896,00	406296,00

	Units	Price	VAT	Sub-total
<b>Stage 9</b>				
Evaluator's fee (days)	15	22500,00	3150,00	25650,00
Airfares	2	1000,00	140,00	1140,00
Travel (kms)	2000	2000,00	280,00	2280,00
Carhire (days)	2	600,00	84,00	684,00
Meals (person/days)	15	1500,00	210,00	1710,00
Printing		3000,00	420,00	3420,00
<b>TOTAL</b>		<b>3228300,00</b>	<b>451962,00</b>	<b>3680262,00</b>

# Reorienting Colleges of Education

*kwaZulu-Natal*

A Project Proposal

June1997



## JUSTIFICATION FOR THIS PROJECT

1. Traditionally colleges of education have prepared teachers for the school main stream sector. With the growing emphasis upon the education of learners with special needs, upon adult basic education and upon early childhood development, there is a concomitant growing need for colleges to develop courses in these fields.
2. The predicted over-supply of senior-primary school teachers in the province (estimated to occur before the year 2000) and the large deficit in terms of secondary school teachers and teachers in the fields listed in 1 above, has led colleges of education to re-focus their emphases. Assistance is required in the re-training of staff and the reorienting of colleges.
3. There is a perceived need for the development of award-bearing and other courses in the teaching of adult basic education; early childhood development; the education of the learner with special needs; in the so-called "short-supply" subject areas - particularly in the field of technology education; and for multi-grade, multi-lingual and large classes of pupils.

The following colleges currently exist within the province

Region	Colleges
Empangeni	Eshowe Esikhawini
Ladysmith	Ezakheni Madadeni
North Durban	Appelsbosch Durban Ntuzuma Springfield Umlazi
Pietermaritzburg	Indumiso Natal
Port Shepstone	Gamalakhe
South Durban	Adams Edgewood Mpumalanga Umbumbulu
Ulundi	kwaGqikazi
Vryheid	nil

## THE DELIVERY PROCESS

It is proposed that especially selected staff from each of the colleges of education be offered an orientation programme.

This programme would involve

- study periods in educational institutions (local or overseas),
- the development of a programme to offer to college of education staff; and
- the presentation of this programme.

It is proposed that this programme be implemented in four stages.

### *STAGE 1* : Initial Training

A group of lecturers drawn from a number of colleges be granted study leave to attend programmes at educational institutions.

### *STAGE 2* : Local Programmes

Upon completion of these studies the lecturers together with subject advisors will develop a series of programmes to be offered to staff at colleges of education.

### *STAGE 3* : Dissemination Programme

Ten lecturers from each of the seventeen colleges attend a three day programme in which the course developed in Stage 2 will be presented.

### *STAGE 4* : Evaluation

A full and comprehensive evaluation of the entire project be conducted by an independent evaluator.

## COSTING

A full and detailed contract will be drawn up prior to the implementation of this programme but costs are as estimated on the next page. These costs have been calculated to include salaries for temporary staff; overseas study and accommodation costs; the design of local programmes; the production of materials for these programmes; travel and accommodation costs; and an independent evaluation of the programme. The cost of fees for the presenters of the programme will be borne by the province.

	Units	Price	VAT	Sub-total
<b>Stage 1</b>				
Overseas study (person/months)	36	288000,00	0,00	288000,00
Airfares Person/journeys)	6	21000,00	2940,00	23940,00
Accommodation (person/months)	36	90000,00	0,00	90000,00
Replacement staff (Person/months)	36	288000,00	0,00	288000,00
<b>Stage 2</b>				
Research and Development (person/days)	150	225000,00	31500,00	256500,00
Materials production	55	13750,00	1925,00	15675,00
Travel (kms)	2000	2000,00	280,00	2280,00
Meals (person/days)	150	7500,00	1050,00	8550,00
<b>Stage 3</b>				
Workbooks	170	8500,00	1190,00	9690,00
Accommodation (person/nights)	330	115500,00	16170,00	131670,00
Travel (kms)	2000	2000,00	280,00	2280,00
Meals (person/days)	510	25500,00	3570,00	29070,00
<b>Stage 4</b>				
Evaluator's fee (days)	10	22500,00	3150,00	25650,00
Airfares	2	1000,00	140,00	1140,00
Travel (kms)	2000	2000,00	280,00	2280,00
Carhire (days)	3	900,00	126,00	1026,00
Meals (person/days)	10	1000,00	140,00	1140,00
Printing		3000,00	420,00	3420,00
<b>TOTAL</b>		<b>1117150,00</b>	<b>63161,00</b>	<b>1180311,00</b>

Teaching in a Multi-cultural,  
Multi-lingual, Multi-Grade  
Environment

*kwaZulu-Natal*

*A Project Proposal*

June 1997

## JUSTIFICATION FOR THIS PROJECT

1. The dismantling of the apartheid educational system has placed pressure upon teachers to revise teaching strategies when faced with multi-cultural and multi-lingual classes. Capacity-building is needed on how to approach this situation with sensitivity, effectiveness and relevance without falling into the pitfalls of assimilation practices in which children are distanced from their cultural and social roots.
2. Research conducted by the Joint Educational Trust indicates the centrality of this need.
3. There is a perceived need for three types of programme. The first would deal with the teaching of multi-lingual and multi-cultural classes; the second with the teaching of multi-grade classes and the third with the teaching of large classes. It is not anticipated that any single school will require all three programmes. The number of schools requiring each of the programmes has been estimated. It is the opinion of the committee that colleges of education because of their geographical distribution can readily be used as developmental centres to which local teachers can turn for assistance. The geographical distribution of colleges and schools in the province is as follows

Region	Colleges	No. of Schools	No. of Teachers
Empangeni	Eshowe Esikhawini	708	9956
Ladysmith	Ezakheni Madadeni	705 483	10739 4969
North Durban	Appelsbosch Durban Ntuzuma Springfield Umlazi	711	13870
Pietermaritzburg	Indumiso Natal	681	9033
Port Shepstone	Gamalakhe	691	8593
South Durban	Adams Edgewood Mpumalanga Umbumbulu	662	13053
Ulundi	kwaGqikazi	699	7685
Vryheid	nil		

## PROGRAMME CONTENT

### Programme One : Teaching in Multi-lingual and multi-cultural classes

To assist the teacher of classes in the urban areas where pupils have different home languages; different previous school experiences: and different cultural norms and mores.

### Programme Two : Teaching in Multi-Grade Classes

To assist the teacher of classes where different Grades and included or where pupils of markedly different abilities are combined.

### Programme Three : Teaching Large Classes

To assist the teacher who as a result of the equalisation of the pupil:teacher ratios in all schools, is for the first time having to deal with much larger classes than previously.

## THE DELIVERY PROCESS

It is proposed that programme be implemented in the following stages:

### *STAGE 1 : Programme Development*

A team of specialist will be assembled to construct the three programmes.

### *STAGE 2 : The Training of Facilitators*

A total of 160 facilitators (largely from the seventeen colleges of education) will be trained for the programme. As a result they will be able to influence colleges courses as well as to assist school teachers.

Colleges of education staff are favoured not only because of the need to develop their own expertise and because colleges provide useful physical locations for the institutionalisation of the gains achieved in this programme. This is vital for the sustainability of the benefits of the programme over the longer term.

### *STAGE 3 : The Implementation of the Multi-lingual and Multi-cultural Programme*

It is estimated that the following regions will require this programme. Two representatives from each school will attend the programme run at a convenient venue and act as a mentor for colleagues on his/her return to the school.

Region	No. of Schools
Empangeni	5
Ladysmith	5
North Durban	50
Pietermaritzburg	50
Port Shepstone	5
South Durban	50
Ulundi	0
Vryheid	5
TOTAL	170

*STAGE= 4 : The Implementation of the Multi-Grade Programme*

It is estimated that the following regions will require this programme. Two representatives from each school will attend the programme run at a convenient venue and act as a mentor for colleagues on his/her return to the school.

Region	No. of Schools
Empangeni	100
Ladysmith	100
North Durban	100
Pietermaritzburg	100
Port Shepstone	100
South Durban	100
Ulundi	100
Vryheid	100
TOTAL	800

*STAGE: 5 : The Implementation of the Large Class Teaching Programme*

It is estimated that the following regions will require this programme. Two representatives from each school will attend the programme run at a convenient venue and act as a mentor for colleagues on his/her return to the school.

Region	No. of Schools
Empangeni	708
Ladysmith	705
North Durban	711
Pietermaritzburg	681
Port Shepstone	691
South Durban	662
Ulundi	699
Vryheid	483
TOTAL	5340

## STAGE 6 : Final Evaluation

A full and comprehensive monitoring and evaluation of the entire project will be conducted by an independent evaluator.

### COSTING

A full and detailed contract will be drawn up prior to the implementation of this programme but costs are as estimated on the next page. These costs have been calculated to include research and development costs; the production of materials for these programmes including facilitators' guides; travel, meals and accommodation costs; and an independent evaluation of the programme. The cost of fees for the presenters of the programme will be borne by the province.

	Units	Price	VAT	Sub-total
<b>Stage 1</b>				
Research & Development (person/days)	180	270000,00	37800,00	307800,00
Travel (kms)	2000	2000,00	280,00	2280,00
Airfares	4	2000,00	280,00	2280,00
Meals (person/days)	120	6000,00	840,00	6840,00
Printing		3000,00	420,00	3420,00
Tel. and Fax		1000,00	140,00	1140,00
<b>Stage 2</b>				
Workbooks	160	8000,00	1120,00	9120,00
Sessions (presenter/days)	4	6000,00	840,00	6840,00
Facilitators' Guides	160	40000,00	5600,00	45600,00
Travel (kms)	3000	3000,00	420,00	3420,00
Accommodation (person/nights)	180	63000,00	8820,00	71820,00
Meals (person/days)	640	32000,00	4480,00	36480,00
<b>Stage 3</b>				
Workbooks	340	17000,00	2380,00	19380,00
Meals (person/days)	1020	76500,00	10710,00	87210,00
<b>Stage 4</b>				
Workbooks	1600	80000,00	11200,00	91200,00
Meals (person/days)	4800	240000,00	33600,00	273600,00
<b>Stage 5</b>				
Workbooks	10680	534000,00	74760,00	608760,00
Meals (person/days)	32040	1602000,00	224280,00	1826280,00
<b>Stage 6</b>				
Monitor's fee (days)	15	22500,00	3150,00	25650,00
Evaluator's fee (days)	25	37500,00	5250,00	42750,00
Travel (kms)	4000	4000,00	560,00	4560,00
Meals (person/days)	25	2500,00	350,00	2850,00
Printing		6000,00	840,00	6840,00
<b>TOTAL</b>		<b>3058000,00</b>	<b>428120,00</b>	<b>3486120,00</b>



Distance Teacher Education

Development Centres

*kwaZulu-Natal*

*A Project Proposal*

June 1997

## JUSTIFICATION FOR THIS PROJECT

1. Currently three departmental colleges of education within the province provide distance education up-grading courses for in-service teachers. There is a perceived need for study centres to be created in strategic geographic locations to assist students.
2. The report by SAIDE for the National Audit of Teacher Education (1995) suggests that "provision should be made ... to advise and help individuals who would otherwise be isolated throughout the learning process" (p. 21). Such support is viewed as the provision of opportunities to interact with tutors, with other students, with resources and with the administrative section of the colleges.
3. There is also a perceived need for the provision of non-award bearing teacher development programmes particularly in the rural areas.
4. The establishment of Teacher Development Centres could provide a means by which current staff employed at the distance colleges of education be redeployed throughout the province.
5. Colleges of education because of their geographical distribution can readily be used as developmental centres to which local teachers can turn for assistance. At the same time other existing physical facilities could be located and used where there is no college of education.

The current distribution of colleges of education and schools across the education regions is as follows

Region	Colleges	No. of Schools	No. of Teachers
Empangeni	Eshowe Esikhawini	708	9956
Ladysmith	Ezakheni Madadeni	705	10739
North Durban	Appelsbosch Durban Ntuzuma Springfield Umlazi	711	13870
Pietermaritzburg	Indumiso Natal	681	9033
Port Shepstone	Gamalakhe	691	8593
South Durban	Adams Edgewood Mpumalanga Umbumbulu	662	13053
Ulundi	kwaGqikazi	699	7685
Vryheid	nil	483	4969

## PROJECT PROPOSAL

The project seeks to establish 25 teacher development centres (some attached to colleges of education) where distance education students can gain access to resources and meet with tutors and other students; and other forms of teacher development can be made available to local teachers. If 25 centres are added to those already in existence, each centre will cater for +/-2500 teachers.

## COSTING

This proposal seeks to fund the establishment of the centres, to staff these with an administrator and to meet cost for the use of facilities, the purchase of duplicating equipment, travel and communication between centres for a single year. It would be desirable for such centres to be funded for an extended period of three to five years. Thereafter, it is assumed that the province would accept the financial responsibility for their continued existence.

	Units	Price	VAT	Sub-total
Centre Administrator (persons)	25	1250000,00	0,00	1250000,00
Part-time tuition	85	85000,00	0,00	85000,00
Travel (kms)	5000	5000,00	700,00	5700,00
Refreshments	850	85000,00	11900,00	96900,00
Hire of facilities	850	85000,00	11900,00	96900,00
Telephone & Postage	25	12500,00	1750,00	14250,00
Printing & Stationery	25	25000,00	3500,00	28500,00
Equipment	25	500000,00	70000,00	570000,00
<b>TOTAL</b>		<b>2047500,00</b>	<b>99750,00</b>	<b>2147250,00</b>