DEPARTMENT OF EDUCATION

Teacher Development Centre

Institutional Capacity Building: a Report on Component E of the PEI

Compiled by

Jean September (TDC) and **Kholofelo Sedibe (JET)**

INDEX

SECTION ONE: Overview

Background

The President's Education Initiative entered its third phase in January 1998 following two successful stages of facilitating projects between provinces and international donors, and of conducting preliminary research on selected areas. The current report focuses on the Institutional Capacity Building project, which is one of the five key sub-activities of Phase III of the PEI.

The initial purpose of this sub-activity was to enhance the capacity of the Colleges of Education Sector in relation to the requirements of the Higher Education Act, through:

- Enabling colleges to effectively prepare trainee-educators and to provide serving practitioners with the necessary skills to deliver quality education within the outcomes based curriculum framework.
- Building the human resource capacity within provincial education departments and between education departments and development agencies (NGOs/NGEOs) in order to support each other.

However, due to a number of considerations, including, the uneven readiness of the sector in fulfilling the provisions of the Act, the sub-activity could not be implemented as originally envisaged. In the event, provinces were given the leeway to explore other areas of need, such as, curriculum implementation and capacity development in areas other than the college sector.

Other factors which influenced the shifting focus of the project and the process of implementation thereof are:

- ❑ The establishment of the TDC was originally scheduled for early 1998 but got underway in June 1998. The re-scheduling of the time frame has had implications for the project, which meant that the implementation phase was shortened to six months.
- ❑ The lack of personnel to co-ordinate and manage the project. However, this was solved by mid September when project managers were appointed.
- ❑ Provincial departments were informed through management meetings, telephones and faxes that they should submit proposals. These lines of communication were not always clear. For example, by August, only two provinces had made submissions.

Implementation

By late September, a concerted effort was needed from the TDC and JET to encourage provinces to submit at least an expression of interest if unable to draft a proposal.

With the exception of KZN, where plans for the Ikhwezi had already been finalised when the PEI started, the process outlined below was followed to assist provinces to develop their business plans.

The TDC and JET visited each province and held a working session with a group of officials from different units and directorates. The main purpose of these sessions was to either assist in developing the provincial proposal further, to sharpen the focus or to elicit from the provincial representatives the most urgent issues, which needed attention, and/or to reach consensus on the focus area of the project.

The Northern Province, Mpumalanga, Northern Cape, Gauteng and Free State requested the services of consultants to assist with the drafting of their project plans. The TDC and JET assisted the other provinces in drafting, revising and finalising their project plans.

All project plans were received by the 28 November 1998 and tabled at the Teacher Development Centre's executive committee meeting of 30 November 1998 for ratification. The plans included details on project purpose and objectives, rationale, target audience, modes of delivery and the budget. The scope and focus of each provincial project is described in Section 2 of this report.

In setting up the projects, the TDC and JET assisted provinces with the formulation of written briefs and met with potential service providers, where requested. Although the principle had been established that provincial co-ordinators had to drive the process, the TDC and JET took responsibility for formulating written contracts. This essentially meant that there had to be constant communication between the TDC, JET, service providers and the provinces.

The implementation phase started in early January 1999. The TDC and JET visited each project for two to four days. Most of the training was completed by the second week of March. Training and evaluation reports by independent consultants were submitted at the end of March 1999.

This entire process culminated in a workshop where provinces were given the opportunity to reflect on their projects and to share information and experiences with other provinces. Key issues discussed at the workshop are elaborated in Section 3 of the report.

At the TDC Executive and the Advisory Committee meeting of the 26 March 1999, it was recommended that the DoE should continue to monitor and to support the work that has been initiated through this programme.

SECTION TWO: Provincial Project Summaries

The purpose of this section is to summarise the provincial Institutional Capacity Building projects. The summary reports are descriptive and not analytical. Although the TDC and JET were involved in the initial design, sometimes facilitated the issuing of 'briefs' to service providers, monitored the delivery and quality of the projects by reviewing detailed project plans, materials, interim reports, and visited each project for a minimum of two to four days, the information gathered through these processes is insufficient to justify any judgmental statements. Therefore, summarised evaluative statements will only be made if the services of an independent evaluator were engaged.

The summaries are presented by province and the main areas of the reports are (a) project goals and objectives, (b) rationale, (c) implementation and (d) budget. Total budget costs exclude consultancy fees, as these were paid from a different sub-activity.

(Detailed Project Reports are available from the TDC).

Gauteng Department of Education
Cross Sectoral Capacity Building Project: Development of Unit Standards and Learning Programmes

Goals and objectives
The GDE developed "three parallel and complimentary programmes to enable ABET, FET and Education College practitioners to design learning programmes at the applicable levels in the field of Communication Studies". A total number of 150 educators were supposed to benefit from the project. These would consist of 50 participants from each of the three sectors.

The specific aims of the project are outlined as follows:
- To enable participants to interpret unit standards.
- To enable participants to apply unit standards in the teaching and learning process by translating them into learning programmes.

Rationale
The project fulfilled a number of developmental needs for the GDE in the sense that it begins to address some of the strategic priorities of the GDE and supported the GDE's 1999 INSET plans. These priorities are teacher development, education management development and the training of personnel to support the implementation of the new curriculum and other national policies such as OBE, NQF and the Norms and Standards for Educators.

The notion of the educator as "designer" of learning programmes was addressed in detail in the project. In addition, the introduction of unit standards writing and their translation into learning programmes was seen as an important step for the GDE. Considering that there are no unit standards in some of the targeted sectors (Colleges of Education in particular) and that the translation of the 66

Specific Outcomes into learning programmes is problematic for many educators, through this project, the OBE and NQF discourse would be translated into tangible development programmes.

Implementation
In order to kick-start the project, the GDE contracted Paul Musker and Associates (PMA) to draft the project proposal and plan. While a contract was signed with PMA to oversee the overall management of the project, the GDE formed a Task Team consisting of representatives from the three sectors and was led by the GDE INSET Unit.

The Task Team participated in the appointment of service providers and the subsequent development of training materials for each of the sectors. The following service providers were subcontracted to develop materials and to facilitate the training:

- Flagship Mentoring and Facilitation for the ABET Sector.
- Xasa Facilitating and Consulting for Colleges of Education Sector.
- Technisa (Technical College of Southern Africa) for the Technical College Sector.

The training was delivered in three parts comprising of 80 notional hours. The three parts were divided into two parts of contact sessions, equaling 40 hours and one part of 40 hours of distance learning. At the end of the project, participants had developed proto-type unit standards and learning programmes. In addition, the GDE, PMA and the Service Providers put together a resource pack (or a training manual) for future use in developing capacity around unit standard writing and their translation into learning programmes.

Budget
The total budget for the project was R309 000, 00.

Northern Province Department of Education, Arts, Culture and Sports (DEACS)
INSET and PRESET Capacity Building Project

Goals and Objectives
The Northern Province project was located within the province's broader INSET plan – known as Inset Programmes Support System (INPROSS). The overall aim of the project was:

- To build capacity within the department to plan/organise, manage, support and sustain various INSET projects, especially those focussing on classroom practice and assessment in the areas of Maths, Science and English.

The training needed to cover the following areas:
- Philosophy and principles underpinning INSET programmes.
- Management, organisation and support of INSET programmes.
- Research methodology and project evaluation skills.

The context within which INPROSS and the training were conceptualised was partially influenced by the rationalisation and redeployment processes taking place in the Colleges of Education Sector.

Approximately 80 lecturers from the rationalised and PRESET Colleges of Education were the primary beneficiaries of the project. The training was divided into three one-week long workshops. The first two were attended by the 80 lecturers and the third which focussed on research and evaluation was attended by 30 lecturers selected from the beneficiary group.

Rationale
The rationale was that the province had a shortage of personnel to support teachers, schools and INSET programmes that are initiated/funded/facilitated by external support agencies such as NGOs and consultants. In order not to loose valuable human resources through the rationalisation process, college lecturers would be retrained to form the core support group of the province and its respective districts/schools with regard to INSET. Some of the rationalised lecturers had already been seconded to districts to serve as INSET and OBET facilitators. While this was a temporary arrangement, the future location of these facilitators in relation to the existing curriculum advisors and EMD facilitators is yet to be decided.

Implementation
The province was assisted by Mr Ken Duncan to put together the project plan and training took place between January and March 1999. The following service providers were contracted to develop materials and to facilitate the training:
- Link Community Development
- PROMAT Colleges

Budget
The total budget for the project was R226 564, 18.

Northwest Department of Education
In-service Capacity Building Project for College Lecturers

Goals and Objectives
The project was geared towards developing the capacity of the province, college lecturers in particular, in the area of INSET. The overall objectives of the project were outlined as follows:
- To empower and capacitate college lecturers in order to be able to initiate, plan, manage and provide sustainable INSET programmes to teachers in the Province, in line with the emerging national and provincial policies on INSET and HRD.
- To empower lecturers with the skills to design, develop and evaluate integrated Science, Mathematics and Technology learning materials and teacher guides for use by teachers in the Province.
- To assist lecturers to modify existing and/or develop new materials for use by college lecturers during the cascading process.

7

- To provide appropriate and sustainable programmes that lead to long term development and empowerment of educators in the fields of Maths, Science and Technology Education at primary and secondary school level.

Due to time constraints, the training was designed to cover the first two objectives. Training was conducted in four workshops, with duration of 4-5 days each between December 1998 and March 1999. The primary beneficiaries were some 36 Colleges of Education lecturers, 5 members of the Educator Training Directorate and 6 officials from the subject advisory.

Rationale
The rationale behind the project was that the province had a large percentage of serving un-/under-qualified teachers. In addition, PRESET programmes were being phased out and in their place the province planed to develop effective and quality INSET programmes. "Colleges are destined to become Teacher Development Centres and to run other related skills development programmes such as those within the FET sector". Therefore, PRESET College lecturers needed to be retrained in order to support teachers and to meet the province's needs of high quality human resource.

The newly trained college lecturers would workshop teachers and provide them with classroom support on a wide range of programmes identified in collaboration with other Directorates within the Provincial Department of Education. "The exercise will help in the long term to address problems of quality education by targeting all teachers already in the system".

Implementation
Two members from the Educator Training Directorate developed the project proposal and plan. The RADMASTE Centre was contracted to assist the NWDoE to implement the project.

Budget
Total budget for the project was R198 1374, 80.

Mpumalanga Department of Education
Capacity Development for Colleges of Education

Goals and Objectives
The project aim was to develop the capacity of the province's four Colleges of Education so that they can be semi-autonomous or autonomous in the future. The initial plan was to target all ten areas of the Higher Education criteria, a decision was arrived at to focus on one or two areas. After consideration of the fact that the rationalisation process has not been completed, it was deemed ideal to focus on a generic area across all types of institutions. It was decided that the project objectives should be:
- To build college capacity in the areas of College Funding, Financial Management and General Administration.

Rationale
Colleges of Education have been highly depended on government not only for their funding, but for the way in which their funds were managed and administered. The need to develop colleges as autonomous institutions like universities requires that their capacity be enhanced in the areas of curriculum design, administration, fund-raising, governance and so forth.   As per the higher education criteria for the incorporation of Colleges of Education into the higher education band, colleges needed to develop effective and efficient systems of management and administration.

Although the province had only four Colleges of Education, the process of rationalising the colleges had not been concluded during the planning and implementation of this project. The province was therefore unable to identify colleges that should benefit from the project. A decision was taken that all colleges should participate in the project. However, focusing on areas of need such as curriculum and governance would require that the future direction of each institution be specified in order to design a programme that is in line with the (new) role of the institution. It was decided that the project should focus on an area of development that is more generic to any type of educational institution that plans to become semi-autonomous or completely autonomous.

Focus on financial management and administration was justified on the basis that regardless of what these colleges would become as a result of the rationalisation process, they would have to deal with issues of financial management and administration systematically than they are currently used to.

The ideal target beneficiaries were rectors, vice rectors, HODs, other middle mangers and senior office administrators. It was assumed that approximately 40 college personnel would be trained. In addition, provincial units/sub-directorates that work closely with the colleges would participate in the training in order to support the colleges in future. Due to vacant posts in the colleges, about twenty (20) college personnel participated in the project.

Implementation
Since the training was designed in collaboration with the colleges, it was agreed that it would consist of 'plenary' workshops that would be attended by all colleges with each college being supported further on site. Between the contact sessions, colleges were given tasks to perform and these were discussed and developed further either at the plenary sessions or at the colleges. In total, there were three plenary sessions (including the planning and needs analysis session) and three on site training sessions per college.

PROMAT Colleges facilitated the planning and training and has also agreed to support the colleges beyond the life span of the funded period. This arrangement was agreed between the facilitators and the individual colleges, it has thus not been formalised.

Budget
All project costs amounted to R188 784, 00.

KwaZulu-Natal (KZN) Department of Education
Ikhwezi Community College of Education (ICCE)

The ICCE was initiated by the KZN department of education in 1997. The ICCE model is to train teachers so that they can become trainers/facilitators. The long-term plan is that the ICCE model should be adopted in the whole of KZN. To this effect, the KZN department is in the process of absorbing ICCE as a permanent unit within the Teacher Education Support Directorate.

Goals and Objectives
The mission statement of the ICCE reads:
"The ICCE is a provincial in-service and educational development institution in KwaZulu-Natal. Its mission is to develop, utilise and disseminate appropriate and relevant approaches for in-service educational development so as to improve the quality of learning, teaching and educational management in the Provincial context, within emerging policy frameworks and resource constraints".
The objectives of the institution are, *inter alia:*
- "Upgrading of professional and personal qualifications of educators, school mangers and school governing bodies (SGBs);
- Develop relevant approaches for in-service education development so as to improve quality of learning, teaching and management;
- Co-operate and act as a bridge between Regional and other Provincial departments".

While these are the overall objectives of the ICCE, each programme has its own set of objectives. (Examples of the programmes offered by the ICCE are listed under the implementation section below).

Rationale
There are several reasons which necessitated the establishment of the centre, one such is the fact that the Province has a large number of under-qualified educators. The role of the centre is to help these educators to improve their knowledge expertise and classroom practice. In addition to this group, the province needs a focussed intervention, which would prepare all educators for the implementation of OBE and support Principals and SGBs in implementing the Schools Act. Whilst fulfilling its role in respect of the above, it is expected that the centre would pilot a model for INSET delivery throughout the province.

Implementation
ICCE uses a two-legged cascade model. South African and Danish consultants train a core group of teachers to serve as facilitators and these facilitators are then responsible for cascading the training to teachers in their surrounding areas. Approximately 98 educators were trained to become facilitators. Although half of the group was expected to continue with the training, only one-third (30) continued to participate in the activities of the ICCE.

ICCE does not focus on any specific area, although financial management is said to be its area of strength. Since the completion of the pilot in 1997, ICCE has

introduced training in areas such as Natural Science, Life Orientation, Good Governance, Whole School Development (WSD) and Computer literacy.

According to the ICCE 1998 Evaluation Report, ICCE is competent in financial management training and weak in the other areas. It has however been stated the ICCE has managed to improve its training materials and facilitation skills in the other areas. One of the areas of weakness identified in the report is that the ten days of training without follow up are inadequate for quality delivery.   This continues to be a problematic area because ICCE is still not recognised in some parts of the province and teachers are often expected to pay for their own substitute teachers to be able to attend the training. Despite these challenges and problems, ICCE activities are being implemented in 1999.

Budget
A total budget of R912 000, 00 was approved.

Northern Cape Department of Education
The selection, use, critique and development of integrated learning and teaching resource materials in the Foundation Phase.

Goals and Objectives
The project proposal was conceptualised with the understanding that a basic introductory training to OBE, for Grade One educators, was completed in all schools in the Northern Cape. This project aimed to provide further support to Grade One educators but also to extend the training to the rest of the Foundation Phase educators.   The main objectives of the project were:

➢ To train educators on the use and selection of integrated learning and teaching resource materials in the Foundation Phase.
➢ To provide educators with resource materials that integrate the three learning areas of the Foundation Phase, namely, numeracy, literacy and life skills.
➢ To empower educators with the skills to critique and to evaluate resource materials (including those provided at the training)
➢ To empower educators with skills to develop their own integrated resource materials.

The project provided the Northern Cape Department of Education with an opportunity to strengthen capacity to implement OBE/ Curriculum 2005 in schools that are not part of the District Improvement Plan. Classroom educators who were the primary beneficiaries came from farm schools which are located in remote rural areas of Vaalharts, Jan Kempdorp, Barkley West, Warrenton and Ganspan. A total of 136 educators (i.e. 130 Foundation Phase classroom educators and 6 ECD officials) benefited from the project.

Rationale
The implementation of OBE/C2005 is a national and provincial priority, and the province had already started with the training and support of educators in this regard. However, the initial training provided was for a short period of time and

the province, due to financial problems and shortage of personnel, had not been able to provide follow up support. In addition, it was not always easy for provincial personnel to provide regular support to the farm schools located in the rural parts of the province. Coupled with this was the fact that the identified schools did not participate in the District Improvement Project (DIP), funded through the Policy Reserve Fund (PRF).

<u>Implementation</u>
The NCDE identified the Mathematics Centre for Professional Teachers (MCPT), to be the service provider. The consulting services of the Research Institute for Education Planning (RIEP) were sought to assist the NCDE with developing an implementation strategy and to monitor and evaluate the training.

Resource materials from MCPT were distributed to the 136 participants. They were accompanied by a workshop module on the use, selection and critique of learning and teaching resource material and the development of new materials within the framework of an integrated curriculum, with emphasis on numeracy, literacy and life skills.

The 136 participants were divided into two groups for a ten-day training session which was further divided into two five-day training sessions, with an implementation period between the two. The monitoring and on going support would be provided by the NCDE officials from the Human Resource Unit, ECD, Curriculum Development and other relevant directorates.

The evaluation report from RIEP states that the project succeeded to make the participants aware of the use, selection and making of learning materials. However the facilitators should have located the learning experience within the outcomes-based curriculum. It further states that the facilitators deviated from the original brief in the first workshop but after consultation with all concerned parties this was rectified. In addition, the integration of the three learning areas was not sufficiently explored resulting in the poor utilisation of the distributed materials. The main recommendation of the evaluation report is that educators should form clusters to work together to develop their own material resources, instead of relying on ready-made materials always.

<u>Budget</u>
R323 189, 51 was spent on the project.

Western Cape Department of Education

Two proposals were submitted by the WCED and it was agreed that both would be accommodated if their total budget did not exceed the approved amount for each province.

Project A: School Management Development in Circuit 9: Overberg Region
It was understood from the outset that any intervention regarding whole school development is a long-term process. Therefore the resources allocated to this

component were seen as an initial intervention into giving support to the development of school management in the Overberg area.

Goals and Objectives
The project outcomes were outlined as follows:
- School principals would gain an overview of current educational legislation (i.e. SASA, Equity Act, Skills Development Act & Educators Employment Act), a deeper understanding of and the importance of developing their schools as community learning centres (i.e. establishing an ABET programme, after-care facilities, using technology …) and how to set up appropriate control and support structures at their schools.
- Deputy principals, heads of departments and section leaders would be introduced to different management styles, be made aware of the importance of communication, how to apply conflict resolution skills and practice a effective grievance procedure at schools.
- School governing bodies will begin to engage with drawing up action plans from vision and mission statements and be taken through basic conflict resolution skills training.
- A training manual will be developed by service provider (Novalis Institute) which can be used for continued training in the Worcester area.

Rationale
The underlying assumption was that school management training is targeted as the starting point because curriculum or change management at institutions would only be successful if the leadership and governance structures were strengthened. "The leadership provided by a school principal and his/her leadership team is of vital importance to the well-being and development of any school". The project would reach about 75 schools and "this would mean that approximately 350 educators (and community members) in leadership positions and positions of influence would be involved in the programme".

Implementation
The Novalis Institute was contracted to fulfil the following roles: (a) hold and administer the funds on behalf of Circuit 9, (b) assist the circuit manager to develop training materials and to facilitate the training, and (c) develop a training manual that can be used in other circuits.

Two consultants, Professors' Peter Kallaway and Crain Soudien, monitored the training and implementation processes. The evaluation report raises a number of issues which confront learners, parents and educators alike. One of the issues is:
- "The problem of let the people speak when the local people often do not have the expertise or the education to see the wider picture", or
- That local people are dealing with their situation in a way that cannot be articulated in an manner that is intelligible to the educator.
The report raises a number of questions (such as are the structures of domination and poverty taken for granted in the project?) and makes recommendations for consideration for future planning of these types of interventions.

Costs
R70 500, 00.

Project B: FINSET: a WCED & AMESA Partnership for Foundation Phase In-service Teacher Training

Goals and Objectives
The overall goal of the project was to run workshops for classroom educators in order to improve their overall knowledge and practice in the area of Mathematics. This was to be done within the framework of OBE.   The following objectives were outlined:
- To run a training workshop (comprising 40 hours of contact time) for about 75 classroom educators, which will count towards an FDE.
- To assist each teacher to run four workshops in schools in order to qualify for the AMESA Course 1 certificate.

Rationale
The National Qualifications Framework (NQF) and the new curriculum provided FINSET with the vision to pursue and develop new skills and attitudes within the teaching profession, especially among Foundation Phase educators with an emphasis on mathematics.

AMESA had, in conjunction with the WCED, already run two successful in-service training programmes (JUSMEP and PRINSET) on a cascade model, where a relatively small number of teachers follow an intensive course, and then shared this knowledge with a large number of educators through workshops. Due to the success of the two projects, it was decided that such a programme be run for Foundation Phase educators, in order to support the implementation of OBE.

The Foundation Phase subject advisers of WCED were meant to be fully involved in the process, as participants and/or presenters. FINSET was therefore seen as an integral part of the WCED's overall in-service training for Foundation Phase educators.

Implementation
FINSET would run a certificate course and candidates who complete the course would be exempted from up to one fifth of the required course work towards a Further Diploma in Education. In order to qualify for the certificate, candidates must have attended five lectures (i.e. 40 hours of contact time), worked in tutorial groups and conducted four workshops. Candidates would be supported by a team of presenters/tutors drawn from tertiary institutions and NGOs in the WC.

Seventy-five (75) Foundation Phase educators were recruited to participate in the programme. The programme activities were categorised into mathematics content (eg. Numbers, fractions, space and shape, measurement and data handling) and mathematics culture (eg. Word problems, investigations, how learners learn, assessment, classroom organisation, culture and atmosphere,

integration with other learning areas). Although the programme runs for an entire year, only the first phase was funded by the TDC (DANIDA).

Costs
R259 300, 00

Budget
R329 800, 00 was spent on both projects.

Free State Department of Education
Capacity Development of CS Educators in thew FS: Integration of technology into NQF Phase Organisers in the Foundation Phase (FP)

Goals and Objectives
The FSDE identified a need for ongoing in-service training programmes for Foundation Phase Educators to supplement the initial training on Outcomes Based Education. The province acknowledged that translating the theory of OBE into actual effective classroom practice remains a challenge faced by learning facilitators who are based at district office and classroom educators within this phase.

After a working session with the learning facilitators from twelve districts within the Free State, the following were identified as the overall objectives of the project:
- To demystify the notion of technology education in the Foundation Phase
- To provide practical ways/examples of integrating technology into all phase organisers (i.e. society, communication, health and safety, environment, entrepreneurship, personal development) of the FP
- To explore ways of assessing technology education within an integrated framework

Rationale
Technology education is a new concept, and learning area, in the Foundation Phase. Although Learning Facilitators (LFs) and classroom educators had received introductory training to facilitate the implementation of OBE, the training was inadequate to cover all aspects of the new curriculum in depth. This had resulted in difficulties in the implementation of Technology education and its integration in the three learning areas and phase organisers of the Foundation Phase. Therefore, this project would contribute towards building the necessary capacity for the successful implementation of OBE.

The primary beneficiaries were 130 classroom educators, 24 Learning Facilitators from nine educational districts, and 3 Technology Facilitators. The target beneficiary group was divided into three groups of about fifty. Each group attended a three-day residential workshop. These groups would constitute a core group of trainers, which will cascade the training to approximately 8000 Foundation Phase educators throughout the province.

Implementation
The FSDE sought the services of Ms Phia van der Watt to draft the project plan and to evaluate the project. The consultant was later requested to assume responsibility for the administrative activities of the project.

The national Technology 2005 Task Team prepared the materials and facilitated the training. Since the Task Team did not charge the project for its time, the province spent the money on materials reproduction and dissemination.

The van der Watt's evaluation report states that the project met all its objectives to a degree. In hindsight, the project may have been too ambitious to assume that a three-day workshop would be sufficient to cover all set objectives satisfactorily. One of the weaknesses alluded to in the report is that the roles and the responsibilities of the administrator, the department, service providers and the TDC/JET were not always clear and this may have caused tension at times.

Budget
Total amount spent was R311 371, 40.

Eastern Cape Department of Education
PRESET and INSET Capacity Building: The establishment of two toy libraries (active learning libraries) in Umtata and Lusikisiki

Goals and Objectives
The project aimed to build capacity in Early Childhood Development (0-9 years) within the province's 19 Colleges of Education and 3 Teachers' Centres by fostering a shift towards the application of the philosophy and principles of OBE. The project objectives were outlined as follows:

Broad Aims:
1. To provide a training programme for ECD and Foundation Phase lecturers in the provincial colleges and teacher centre that is in line with the principles and philosophies of Outcomes Based Education.
2. To train ECD/Foundation Phase lecturers in the selection and use of educational toys to promote a new culture of life-long learning in the province's colleges, schools and the surrounding communities.
3. To enable these lecturers, through practical interaction with a range of educational toys, to develop their own knowledge, skills and attitudes for facilitating the holistic development of all ECD (0-9 years) learners, including those with special needs.
4. To provide opportunities for the learners' families to continue development of their own knowledge skills and attitudes whilst working together with the school to assist their children's development.
5. To monitor and evaluate the training programme according to the objectives outlined below both internally and externally.

Specific Objectives:
1. To provide ECD training in two distinct educational categories that have an in-built learner age overlap:
   (a) for lecturers in Colleges of Education earmarked for incorporation into the Higher Education sector and teacher centres concerned with Reception and Foundation phase education (4 – 9 years), either PRESET or INSET.
   (b) for lecturers in community colleges and teacher centres concerned with pre-school education (0 – 5 years), either PRESET or INSET.
2. To make available 2 toy libraries, each worth R50,000=00, for the 2 categories of establishment listed in (1) above which will be selected by the ECDOE and the Regional Educare Council, Bisho according to the focus needs (0-5 years) or (4 – 9 years) respectively.
3. To train lectures in the selection and use of educational toys to meet the learners' developmental needs, including those with special needs in the following areas:

Social skills	large muscle co-ordination
Small muscle co-ordination	Perception & visual discrimination
Auditory perception	tactile discrimination
Copying	Special relationship
Directionality	Memory
Language skills	Vocabulary
Problem-solving	Logical thinking
Creativity	General knowledge (safety, environment etc)

4. To train lecturers in the selection and use of these toys for assessing (a) learners' needs and (b) learners' progress.
5. To train lecturers in the maintenance, organisation and repair of these toys.
6. To train lecturers in the design and development of alternative educational toys using locally available materials to meet the above developmental needs.

Rationale
EC is one of the poorest provinces in the country. As part of providing all learners with an equal opportunity to succeed, the province had embarked on a process of upgrading the capacity of ECD and Foundation Phase educators and making available some basic materials to facilitate this process. It was believed that toys, games and puzzles are necessary to facilitate child development. However, children and educators from poor communities did not always have access to these materials and if they did, they were unable to use them optimally or their choices of which materials to buy/borrow were not well informed. The process of establishing toy libraries that can be accessible to poor communities was started in 1997 with some assistance from the Independent Development Trust (IDT). (The establishment of libraries with funding from the IDT had not been completed when this project was implemented).

Since the EC is situated on a vast geographic area, it was deemed necessary to establish about six major libraries which can be shared by Colleges of Education, Teacher Centres, schools and the community. Acknowledging that the idea of a

toy library was a new phenomenon, it iwa necessary to train PRESET and INSET ECD lecturers, who would in turn train student and serving teachers on the use of the facilities. Considering that the process of rationalising Colleges of Education had not been completed, it was decided that the two libraries funded through this project would be based in institutions whose futures have already been decided; one PRESET (Lusikisiki) and one INSET (Trinset) college.

Implementation

The PEI provincial co-ordinator and some members of the provincial library services, with assistance from the Imbewu Project Team, drafted the project proposal.

A local NGO, Regional Educare Council (REC), was responsible for logistical arrangements and follow up support in setting up the two libraries after the residential training. Cynthia Morrison and Development through Play Workshops, Ms Avrille Gork and Ms Mehl Blunden undertook the development of the training materials and training facilitation. The project was evaluated by Ms Margaret Irvine.

According to the evaluation report, the project has partially achieved the set objectives, however, the two successive weeks of intensive training allocated for the project was insufficient and extremely tiring for the participants. Although the evaluator was positive about the enthusiasm of the participants, the quality of the two manuals distributed to participants for future reference and the overall facilitation, she was concerned about the lack of structured support from the relevant directorates which deal with aspects of teacher education. The evaluation report elaborates in great detail the philosophical origins of toy library education or Active Learning Libraries (ALL) and makes detailed recommendations on issues to be considered before a province embarks on a project of this nature.

Budget

The total budget for the project was R370 712, 97.

SECTION THREE: Emerging issues

It is important to reflect on what happened, how it happened and why it happened. Reflection was undertaken in two ways, individually by all involved in the programme and collectively in a workshop. The workshop was essentially a platform through which different perceptions and experiences were to be consolidated.

This section of the report will critically analyse some of the issues which emerged from people's experiences, the provincial reports and discussions at the workshop. (A detailed workshop report is attached in Appendix 3). The issues represent two main categories, namely, what was *achieved* through the programme and *challenges* that have the potential to undermine progress and development. Although a distinction is made between the two, it is important to note that they are inter-related and this is demonstrated in the discussions below.

Planning and Ownership
- The non-prescriptive nature of the programme created an opportunity for individuals or groups of people to take the initiative. Not every province or individuals who were assigned to the projects used this opportunity optimally. In the few instances where people used this opportunity to develop themselves, the rewards were commendable and implementation was undertaken in an effective and efficient manner. One project was conceptualized and designed by a district official, with very little assistance from a consultant. Although the official contracted service providers to assist with the implementation, the official had the upper hand in directing the project and making prompt decisions when challenges arose. This experience was an achievement for the person and it reinforced self-motivation as one of the underlying principles of capacity building.

- Central to planning and ownership is whether projects form an integral part of the provincial strategy and year plan. The question raised in most provinces was whether the projects were part of a planned strategy or were simply added on when the funds were made available. This has implications for the sustainability of the projects beyond current funding. The overall impression that emerged from some provinces was that these projects were seen as an add-on to already identified projects. Therefore taking responsibility for the projects was viewed as additional work for officials, but not an integral part of their core responsibilities.

- Another complicating factor is closely related to issues of power and authority. Who sets the time frames to do what, by whom and when? Time plays a very important role in development work and different players have vested interest in different elements of the projects. Some players want to spend money by a certain deadline and some want money but cannot spend it within the stipulated time frames. The different frames of reference from which each party works impact negatively/positively on the planning process. The negative impact is when money is spent, on a poor quality project that cannot be sustained (may be because it is not informed by any sound strategy). The

positive impact is when money is spent timeously on a quality project that forms an integral part of a development strategy.

- When projects are perceived as additional tasks to existing workloads the issue of ownership becomes important. The lack of ownership of projects by the education departments and its relevant line function management has the potential to threaten the success and sustainability of many projects. In addition, if officials across the directorates dealing with teacher development are not given sufficient time to conceptualize, plan and implement projects, the quality and the extent to which projects will *add value* to the development needs of the provinces becomes questionable.

Authority and Power
- The brief given to the TDC/JET project officers was to facilitate the process of conceptualising the projects, assisting with the development of the business plans and ensuring that implementation takes place within the limits of the agreed budget and time frames. Through this process, it was expected that the officers would ensure that quality projects are designed and implemented. However, the provinces, as owners and drivers of the projects, have decision-making powers in so far as the focus, modes of delivery and providers are concerned. This did not always work as anticipated; hence there could have been instances where the roles of the TDC/JET officers and the provinces were conflated. For example, provinces had the final say about the types of development projects they wanted to implement, however, there were often disagreements about the most appropriate modes of delivery, scope of the projects, processes of soliciting proposals from providers and the perceived quality of work delivered. This caused some confusion and tension at times.

- These projects provided the provinces with an opportunity to breakdown the artificial barriers between office-based educators and classroom-based educators by engaging in activities where both parties could share experiences, knowledge and skills. In many cases, officials shifted between being passive observers and active participants in the projects. For example, officials would occupy the back seats and not participate in the activities thereby maintaining the hierarchical status quo between the two groups. These instances sometimes resulted in classroom practitioners articulating their dissatisfaction with the behavior of the officials. Such disturbing behavior include whispering, leaving the workshops earlier, and attending sessions later than everyone even if being accommodated in the same venue with all participants.

- Participation in project planning and implementation, and the development of human resource capacity should be a collaborative effort at all levels within the education system. Generally, there is consensus that this co-operative work ethic needs to be encouraged and promoted not only for improved team-work but also to assist with the sharing of information between people, irrespective of their location in the vertical and horizontal structures of the education system.

Coordination and Communication

- One of the challenges that confronted the project was the fact that Teacher Development is located in different directorates in the provinces. In some provinces, the divisions and the exclusive domains of Departmental Units and Directorates were challenged when they had to collaborate around the project. Although this was achieved to varying degrees in different provinces, it can be concluded that the usual modes of operating in isolation from one another were questioned. Considering that organizational structures and practices do not change over night, the *successful and unsuccessful* attempts to collaborate could be regarded as an achievement because collaboration involves a great deal of information sharing and consultation.

- An area of concern that seems to be uncoordinated and many players who are likely to be affected by the outcome of its processes is the rationalisation process. A number of provinces are currently in the process of rationalising/ re-directing Colleges of Education and personnel to address areas of need, such as, providing in-service support to classroom based educators, establishing INSET units within colleges and seconding college personnel to districts as subject advisors. The process is at varied stages in the provinces and in some instances it has left well-resourced venues deserted or under-utilised with teaching staff still occupying the space. This state of affairs has temporarily resulted in ineffective and inefficient use of financial, physical and human resources, within a context of diminishing educational resources. In some provinces, the uncertainty and anxiety about the whole process of rationalisation in the Colleges of Education sector overshadowed and sometimes threatened to derail the training.

Challenging the Silence on Professional Issues

- The notion of challenging the *silence* of educators (classroom and office-based) when debating professionally related issues was constantly being raised as an issue throughout the workshop. There is a sense of obligation among people to uphold the principles and values of being polite and positive about everything regardless of the implications. This need to constantly avoid or divert critical engagement / conflict / disagreement, whether positive or negative, has the potential to seriously undermine the ability of agency to be critical and reflective of current practices. For example, when service providers deviate from agreed briefs, there is reluctance to call them to order in a professional way. In some instances these polite inferences could have had a disastrous effect on the outcome of the project. Moreover the silence seems to be in contradiction with the pedagogy of critical development which underpins our new policies and curriculum.

- The silence (or maybe inability) to engage partners critically is worsened by the fact that stakeholders in education are often engaged in an *ad hoc* manner. There isn't always a policy or principles that guide the nature of the relationships and powers between partners. Provinces which have not developed generic guidelines in this regard can learn from those that have, instead of re-inventing the wheel. In provinces where the guidelines exist,

they must be disseminated widely among officials and should be used as a frame of reference when engaging in partnership projects.

Other issues
- What is capacity building? It was generally agreed that capacity building within our current context is narrowly perceived as training. It is therefore not inconceivable for people to equate one mode of delivery, that is, workshop-based training with capacity building. The disturbing thing about this perception is that it is construed in a conventional hierarchical way – we (the experts) are doing it to them (building the capacity of the trainees/ target beneficiary group). Capacity building could be problematic and its 'definition' extended to include processes and practices, such as information sharing, networking, continuous and peer support and self-motivation, which are often overlooked as key components of real empowerment.

- Critically examining factors which influence programme decisions such as the mode of delivery. There is a tendency to want projects to benefit everybody. This consideration result a decisions to use a very weak cascade mode of delivery such as, train ten people for ten days and get them to train one thousand within a week. While these decisions have the potential to compromise the quality of many projects and programmes, they also spread resources thinly and thus leave very little (if any) resources to support follow up, monitoring and evaluation.

Conclusion
In the light of some of the above issues, the following were discussed at the workshop: key principles that underpin partnership projects; and the characteristics of a '*value adding*' project. What struck all the people who were involved in the project is that we did not consider these issues/questions prior to and during the planning process. It would therefore be ideal to consider what is outlined below before and during the planning stages.

The outcomes of the discussions are not intended as a finite prescription and they do not constitute policy in any way. However, they may be useful in guiding discussions and decisions related to (partnership) projects and programmes in future.

Partnership Principles
- Partnerships must be needs based – projects should be based on needs identified in a consultative and inclusive process, and through rigorous instruments.

- Partnership projects and programmes must meet the priorities and needs of the provincial department and the relevant beneficiary groups.

- Although projects have a limited life span, mechanisms to ensure sustainability must be central to the project.

- Participation in partnership projects should be flexible and collaborative irrespective of horizontal and vertical office positions within departmental structures.

- Decision-making powers, lines of accountability and roles and responsibilities of all partners must be spelled out in a project proposals/plan, and must be communicated in writing.

- Monitoring and evaluation should be jointly undertaken by the project partners, primary beneficiaries and carefully selected evaluators.

- Procedures for dealing with breach of contracts and amendments of approved plans should be negotiated and agreed to by all partners.

- Each of the partners should 'add value' to the project.

Value Adding Projects: Characteristics

A value-adding project should:
- Address the needs and priorities of the province and identified target groups.

- Have a good design in terms of focus, target audience, objectives, realistic / measurable outcomes, modes of delivery, …

- Meet set objectives.

- Enhance existing knowledge and skills.

- Complement and be linked to other programmes (past or current).

- Transform itself into mainstream practice; internalization or institutionalization of imparted knowledge, skills and values.

- Contribute to the personal growth and development of role players.

SECTION FOUR: Conclusion

The report has attempted to summarise the capacity building programme and each of the provincial projects. In addition, issues that emerged from the processes and experiences of people involved in the projects, and the training/evaluation reports were analysed. Although questions and concerns were raised, there was no attempt to reach any conclusive resolutions. It is therefore the responsibility of each province / workshop participant to think through these issues in an attempt to resolve them in relation to provincial contextual realities. However, the workshop agreed to the following recommendations:

- Capacity enhancement on proposal writing, business plan development and project management. The need for empowerment in these areas was identified after the initial visits to the provinces and was confirmed by the provincial representatives at the workshop. It is suggested that a generic and work place specific programme be developed and run in each province. Essentially, all three areas must be addressed in a logical sequence. Office educators at the district, regional and provincial level can all benefit from such a programme.

- The provincial co-ordinating structures should be maintained in order to ensure the continuity of the project. Many provincial projects were long term by nature and were to be implemented in phases. The six months time-frame allocated to each province could realistically only be used for setting up the projects and kick-starting the first phase of the training. Through the project design there was an in-principle decision to continue to support the projects, hence the need to maintain the co-ordinating structures.

- Continued monitoring and support by The Teacher Development Centre and the Teacher Development Directorate is necessary in order to facilitate sound networking and information sharing between/among national and provinces.

- Before projects proceed to the second phase, provinces need to consider seriously the detailed recommendations made in the training and/or evaluation reports.

APPENDIX 1

WORKSHOP QUESTIONS FOR THE PROVICIAL REPORTS

Section A

1. How was the request for proposals communicated to your directorate/ department and at what stage did you get involved?

2. Summarise the project using the following headings: project focus, objectives, method of delivery, number of primary and secondary beneficiaries.

3. Briefly outline the provincial education departments' role in developing the business plan.

4. What were the obstacles which impeded the department from facilitating the training or co-facilitating with a provider?

5. What process was followed in identifying and selecting service providers?

6. Comment on the role played by departmental officials and coordinator in planning and organising the implementation part of the project. (i.e. logistic arrangements regarding the identification of participants, booking venues, lines of communication between your department and the TDC/JET, with the service providers and with colleagues and participants…)

7. Were departmental officials (learning facilitators, circuit managers ...) involved in the training as trainee participants or observers?

8. What evidence would you use to justify the quality and effectiveness of the training to the relevant stakeholders?

9. Comment on the role played by the TDC and JET in the project.

Section B

1. Does the province have a policy or set of guidelines that inform its participation/ involvement in donor funded or any other partnership projects?
   - If yes, elaborate on the content of the policy and the extent to which it informed the province's involvement in the current project.
   - If no, given your experience in partnership projects, what issues should be addressed in such a policy framework – elaborate briefly?

2. How does this project fit into the overall human resource development framework of your department?

3. Identify and prioritise the areas of need regarding further institutional capacity building within the context of the current project?

APPENDIX 2

ACTIVITY SHEET 1

Group Task: Identify key principles in partnership projects.

A few key questions which may be useful:

- Whose needs are being addressed?

- How are the needs determined?

- Who drives the process and overall project? What criteria is used to identify the person / team?

- What are the decision-making powers? Where does it reside?

- Who is accountable to whom or to which structure?

- Who assesses the project?

- How is it being assessed within the strategic planning framework of the department?

- Who does the monitoring and evaluation?

- Time – duration of project?

Individual Task: Use one of the identified principles and indicate to what extent you have implemented and / or ignored it in your project?

ACTIVITY SHEET 2

- Discuss and develop a working definition of value-adding projects.

- Using your working definition, what would you consider the key characteristics of a value-adding project.

- Using the key characteristics, indicate to what extent your capacity-building project was in keeping with those characteristics you have outlined.

APPENDIX 3

Workshop Proceedings - Summary

Part 1

The national workshop was designed to bring together provincial co-ordinators and few participants to share their experiences and at the same time reflect individually (i.e. provincial presentations) as well as collectively (i.e. discussions with other provinces) on their capacity building projects. In addition, some of the key issues which emerged from the various projects and the lessons learnt for future development work were discussed. The workshop was planned for one and a half days, starting from the evening of the 18 March and ending late afternoon on the 19 March 1999.

The following objectives were identified for the workshop :
1. To provide an opportunity for the Teacher Development Centre and the Provincial Education Departments to reflect on the current capacity-building processes and to share information across the provinces.
2. To identify key principles that underpin partnership projects.
3. To outline the key characteristics that projects need to consider in order to add value to the development needs of the province.
4. To explore how the TDC can support the provinces in realising their identified development needs (eg human resources).

Prior to the workshop, provinces were given a list of questions to consider when preparing their reports – refer to Appendix ... Each province decided on the format in which its report was to be presented. Although interrelated, the questions were divided into two sections.

Although experience from these projects was the basis for the responses and follow up discussions, the questions were broadened to enable participants to incorporate their previous experiences and knowledge into the discussions. The issues which emerged from the reports and presentations are outlined below, and discussed and elaborated in Section Three of the report.

The emerging issues were summarised and categorised into the following organising areas: Authority and Power; Planning and Ownership; Co-ordination and Communication; Challenging the silences when dealing with professionally related issues. Additional issues were: the mode of delivery, resources and problematising the present conception of capacity building.

When these issues were discussed at the workshop, it became clear that they are inter-related. Thus, although the organising framework helped to structure discussions at the workshop, it could not be used when the issues were analysed and elaborated in Section 3 of the report.

Emerging Issues: An Organising Framework

```
┌─────────────────────┐                          ┌─────────────────────┐
│   PLANNING AND      │                          │   AUTHORITY AND     │
│   OWNERSHIP         │                          │   POWER             │
└─────────────────────┘                          └─────────────────────┘
              ╲                                          ╱
               ╲                                        ╱
                       ⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭
                      (     IDENTIFIED     )
                      (     ORGANISING     )
                      (       AREAS        )
                       ⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭
                ╱                                        ╲
               ╱                                          ╲
┌──────────────────────────────┐          ┌──────────────────────────┐
│ CHALLENGING THE SILENCE ON   │          │  CO-ORDINATION AND       │
│ PROFESSIONAL ISSUES          │          │  COMMUNICATION           │
└──────────────────────────────┘          └──────────────────────────┘
```

OTHER EMERGING ISSUES

```
   ⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭              ⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭
  ( MODE OF DELIVERY )          (   RESOURCES   )
   ⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭              ⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭

        ⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭
       ( PROBLEMATISING THE PRESENT           )
       ( PERCEPTIONS OF CAPACITY-BUILDING     )
        ⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭⬭
```
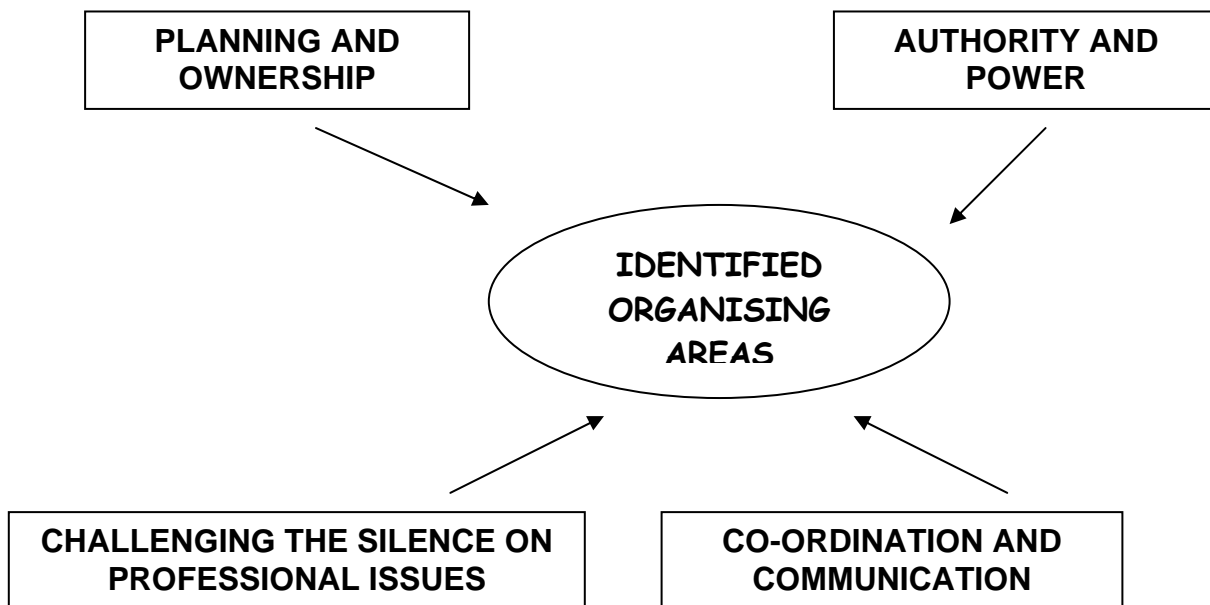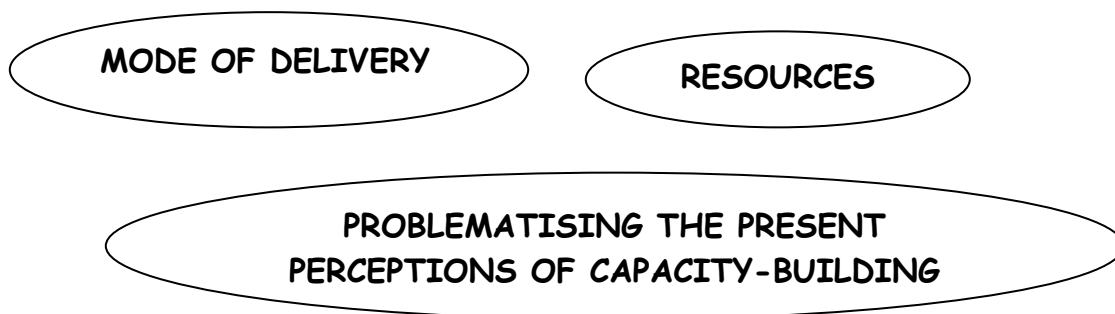
Descriptive Summary of the Emerging Issues

1. Planning and Ownership
1.1. There is a tendency to perceive capacity building projects as 'add – on' projects and not the core business of the departments.
- Projects are added onto the overall responsibility of people's work – no additional time is allocated to an identified or dedicated person to co-ordinate the project.
- In most cases projects do not fit into the finalised year plan of the department.
- There is a lack of coherence between the projects and emerging education policies and departmental strategies.
- No or very sketchy plans for sustainability of projects beyond donor funding.

1.2. The ownership of partnership projects. Who takes responsibility within the department – a person(s) directly involved or a relevant line function manager – and has time being set aside to manage the project.
The following factors could hamper progress in the project.
- Add-on projects and increased workloads undermine ownership.
- Lack of ownership fails to take project to the next level of development.
- Projects where individuals are responsible for co-ordinating and planning the activities. Very little collaborative work and support from colleagues.

1.3. The tension between dependency and self-reliance when it comes to doing needs analysis, writing project proposals and implementation of the project. The question of outsourcing the above needs further debate.

1.4. The inability to meet set objectives as indicated in the business plans due to :
- Time constraints
- Unrealistic objectives being set
- Complacency / feet dragging culminating in 'last minute planning' and *ad hoc* arrangements
- Lack of motivation and commitment
- Inability to translate project objectives into focussed briefs for providers.
- Different briefs being given to providers, verbally and/or in writing, by the various project team members

The inability to specify the roles and responsibilities of various project team members timeously. This led to confusion about activities such as briefing providers, making logistical arrangements and conducting the training itself.

2. Authority and Power
2.1. Tension created between the various stakeholders in the project, such as :
- Provincial education departments and service providers (eg. unclear objectives left to interpretation by the parties)
- Provincial education departments and the TDC / JET on issues such as project objectives, modes of delivery, suitable providers, time frames and budget allocations.
- Dissatisfaction between the target groups (trainees), the provincial departments and service providers about the duration and timing of the training.

2.2. There is a misconception about the perceived relationship between:
- expertise and office position in the vertical or horizontal structures of the department,
- being a consultant and being an expert, and
- being the trainee-participant and receiver of knowledge

3. Co-ordination and Communication
A general failure to use communication, in all its forms, as a co-ordinating

strategy.

3.1. Poor communication between :
- Different directorates dealing with teacher development
- Different units (curriculum, ECD, Teacher development, EMD …)
- Different components within the department who provide support and monitoring at the chalk-face.

3.2. Networking :
- Lack of information sharing between education departments and individuals within the same directorates and units.
- Unavailability of updated directories of useful information relating to teacher development.

4. Challenging the Silence on Professional Issues

4.1. The constant avoidance of conflict / disagreement, whether positive or negative, regardless of the consequences.

4.2. The sense of obligation to be polite and positive about most, if not all, professionally related issues.

5. Other issues

5.1. Modes of delivery – alternative models need to be explored and debated
- Conventional cascade model widely used in most provinces despite the weaknesses
- The need to include continued facilitation, support and monitoring in the project budgets and time frames.

5.2. Problematising the present perceptions of capacity-building
- In most cases capacity building is perceived as workshop based training.
- Work-based mentoring and regular information sharing are often not regarded as capacity building processes.

5.3. Resources: concern that available human, physical and financial resources seem not to be used optimally.

Part 2

A follow up session to the emerging issues was an attempt to address objectives two and three of the workshop.

The underlying assumptions to the objectives were:

1. not all parties involved in the projects were consciously guided by any principles around partnerships;
2. financial considerations and political expediency when undertaking projects have the potential to undermine considerations for 'educational soundness' and 'value adding'.

For example, in terms of partnerships, people can act on an *ad hoc* basis as and when the need arises without appreciating the context which defines/guides their actions, and/or without an understanding of their roles and responsibilities and agreed/implied relationship with project partners.

The concept of partnership was broadly defined as a relationship between two or more parties. In this instance, it would be the provincial departments and a combination of any of the following; NGOs, foreign donors, private sector and consultants. (Although we acknowledge that defining partnerships in this manner may be problematic, the workshop accepted the 'working definition' without necessarily agreeing with it).

For the purpose of the workshop, context was defined as a restricted space of operation. Restricted in the sense that parameters are set for different types of actions – it is therefore important to understand the notion of restriction in the conventional sense and the more developmental of bringing order, co-ordination and coherence. In this instance, the context could be an understanding of the parameters set by educational policies and legislation such as the Education Act, DoE's HRD strategy and the SA Constitution.

A demonstrative example for the second assumption is epitomised by instances where projects are embarked upon simply because money is available, but not because there is a real need for the project. Another instance is when unsound methodological decisions, such as 'everybody must benefit from the little that we have', are made, irrespective of whether the decisions make educational sense.

Another concept which needed clarification was that of 'value adding'. Because of time constraints and the, sometimes, futile exercise of labouring on conceptual details, it was agreed that each group will define this concept in the way it deems fit. Ultimately, the groups indicated that although they could state what is not value adding, they could not arrive at any specific definition of the concept. It was agreed that the definition is implied in the characteristics identified by the groups. Below is a summary of the deliberations of the group discussions.

Part 3
The fourth objective of the workshop was discussed, very briefly due to time constraints, in a plenary forum where provinces suggested how the TDC could support them. These suggestions are supplemented by the written reports tabled by all provinces wherein their capacity building needs are outlined. Refer to Section 4, for further recommendations.

Key issues which emerged from the plenary session :
- To provide on-going professional support and personal capacity-building to classroom- based educators.
- To identify generic needs regarding classroom – based programmes. These could be undertaken as national programmes with provincial projects.
- Initiate research which will assist with the development of policy formulation.
- Develop policies into practical implementable strategies which will support effective delivery.
- Explore the use of different modes of delivery.
- To share information and network among provinces.
- To facilitate access to available and updated information.

APPENDIX 4

PROVINCIAL CONTACT DETAILS

PROVINCE	CONTACT PERSON	CONTACT NUMBERS
1. Northern Province	Matthew Mhlongo	015 - 297 0929 (tel) 015 - 297 0885(f)
2. Mpumalanga	Mr T Naidoo S Mommen	013 – 2434980 / 249 7542 013 – 2432596 (fax)
3. Free State	Bertha Kitching	051 - 407 4187 / 407 4058/9 (tel) 051 - 407 4032
4. Gauteng	Sesi Mpolweni Lindwe	011 - 355 0809 (tel) / 335 0833 (fax)
5. North West Province	Helen Mokhosi Jeff Kobane	0183 - 873 401/7 (tel) 0183 - 873 775 (fax)
6. Northern Cape	Chester Shaba	053 – 8301600 (tel) 8301629 (fax)
7. Western Cape	Oliver Charles (WCED) Mike Cameron (WCED) Wendy Colyn (WCED)	021 - 403 6064 (tel) 419 5967 (fax) 650 2334 (fax) 0283 – 763004 (t) 700814 (f)
8. Eastern Cape	John Bartlett Lindsay Howard Quondi Malotana	040 - 635 0357/8/9 or 635 0360 (tel) 040 – 635 1331 (fax) 043 – 6435 182 (tel)/ 6422 683 (fax) 040 – 639 2109 (tel) 043 – 6433043
9. KwaZulu Natal	Dr SZ Mbokazi Peggy Msimango Francis Nzama	0358 – 8743421 (t) / 8743412 (f) 083 657 1135 874 3418 (t) 874 3412 (f)
10. Joint Education Trust	JET Kholofelo Sedibe	011 403 6401 (tel) 339 7844 (fax)
11. Teacher Development Centre	TDC Jean September	012 312 5425/6/7 (tel) 324 4484 (fax)